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ABSTRACT

Based on classroom observations, developmental assessment, individual educational planning, and research, this curriculum describes developmentally appropriate practices to assist adults who work with young children (primarily 3-year-olds) in providing quality care and education. Chapter 1 sets out the study's specific questions, procedures, definitions, and limitations. Chapter 2 describes the goals and objectives of the curriculum which are specified in three areas of development, cognitive, socio-emotional, and physical growth. The following topics are discussed and amplified with suggestions: (1) developmentally appropriate practices in daily, weekly, and long-term planning; (2) active-learning experiences; (3) indoor and outdoor activities; (4) consistent daily routine; (5) classroom and outdoor environments that promote social-cognitive levels of play; and (6) three important processes used by adults to influence children's play (reinforcement, modeling and imitation, and modeling and instruction). Additional developmental activities that adults (as parents or teachers) can provide for preschoolers are also suggested. Chapter 3 describes observation and testing of 3-year-olds in 2 day care centers in Washington, D.C. using the Brigance Development Record Book, which allowed children to respond at their level of development. Results of this testing were used to organize an outline for writing the curriculum. Chapter 4 gives answers and findings to 7 specific questions about the skills and development of 3-year-olds. Chapter 5 provides conclusions and recommendations for current educational studies. The curriculum concludes with a bibliography and four appendices that include a sample schedule, learning objectives, content area planning guides and a recipe for curriculum planning. (TM)

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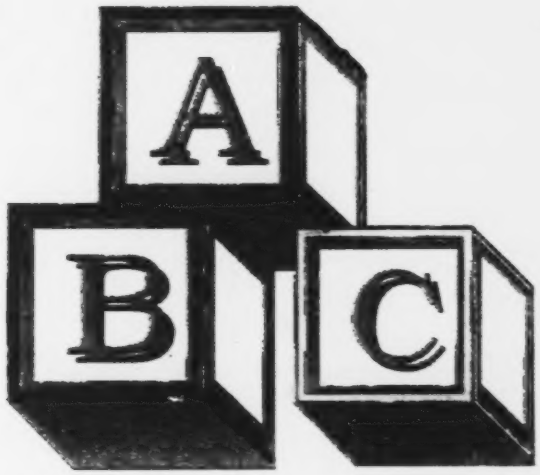
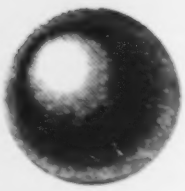
The Developmentally Appropriate Curriculum for 3-year-olds





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A STUDY OF DEVELOPMENTALLY APPROPRIATE CURRICULUM FOR 3-YEAR-OLDS

by
Mary F. Anderson

Thesis submitted to the Faculty of the Graduate School
of the University of the District of Columbia
in partial fulfillment of the requirements
for the degree of Master of Arts
1990

PREFACE

In this curriculum, it is attempted to describe developmentally appropriate practices in early childhood programs. It is intended to assist adults who make decisions about the care and education of young children. Hopefully, in this curriculum, it will offer some thoughtful suggestions and instructions that will help to simplify planning developmentally appropriate activities in a preschool setting, particularly for 3-year-olds.

Development is a truly fascinating and wonderful phenomenon. It is not something to be accelerated or skipped. One period of childhood or aspect of development is not better or more important than another; each has its own tasks to accomplish. Therefore, it is hoped that The Developmentally Appropriate Curriculum For 3-Year-Olds will assist adults who work with young children with providing the best quality care and education for each child so they in turn may develop to their fullest potential

ACKNOWLEDGEMENTS

Special acknowledgement is given to the great University of the District of Columbia and the professors for the unique learning experiences in the graduate program for early childhood education.

Special thanks and acknowledgement is given to Dr. Gladys Weaver for her professional teaching, valuable guidance and support throughout the course of this study.

At this time recognition needs to be given to all authors whose names are listed in the curriculum for their research findings in early childhood development.

Special recognition is given to Diane Dodge for specific views of her research findings and theoretical conceptions which was related in various sections of The Developmentally Appropriate Curriculum For 3-Year-Olds.

Appreciation is given to Lenny Anderson, Jr., my son, who helped to support me in my efforts while I was in the process of completing my thesis.

At this time I give thanks to the Most High God for His blessings and for granting me concerns with a comprehensive awareness for the needs of young children; thus, which helped to propel my will and enthusiasm for writing The Developmentally Appropriate Curriculum For 3-Year-Olds.

TABLE OF CONTENTS

Chapter		Page
I	STATEMENT OF THE STUDY	1
	Significance of the Study	1
	Related Specific Questions Explored	1
	Brief Statement of the Procedures Used to Answer Questions	2
	Definitions of Key Terms	2
	Limitations and Restrictions of the Study	3
II	REVIEW OF LITERATURE	4
	Curriculum Planning	4
	Goals and Objectives	4
	Cognitive Development	6
	Socio-Emotional Development	9
	Physical Growth and Development	13
	Daily, Weekly, and Long Term Planning	19
	Daily Planning	19
	Developmentally Appropriate Practices in Daily Planning	26
	Adaptation in the Daily Planning	37
	Bathroom Time	37
	Morning Programs	37
	Snacks	37
	Late Afternoon Programs	37

Chapter | Page

Involving Parents in Daily Planning 38

Daily Planning and Evaluation 41

Daily Planning and Work-Time 43

Daily Planning for a Half Day Program 44

Daily Planning for a Full-Day Program 45

Weekly Planning Schedule Form 51

Long-Term Planning, Covering Each Month of the Year 52

Active Learning 59

Circle-Time 61

Choice-Time 66

Transitions 68

Indoor Activities 75

Suggestions for making a Happy and cheerful environment 75

Block Area 77

House Corner 79

Table Toys 83

Art 88

Sand/Water Play 95

Library Corner 98

Outdoor Activities 104

Outdoor Play 109

Routine 112

Schedule Chart 114

Classroom and Outdoor Environment 116

Chapter		Page
	Arrangement of Space	120
	Play Areas	124
	Indoor Play Area Chart	126
	Outdoor Environment and Playgrounds	127
	Outdoor Play areas	131
	Social Behaviors and Environment	134
	Reinforcement	135
	Modeling and Imitation	138
	Modeling and Instruction	138
	Adults as Parents and/or Teachers	143
	Adult-Child Interaction	146
III	PROCEDURES	160
	Process Used to Select Sample	160
	Characteristics of Sample	161
	General Procedure	161
	Duration of Study	161
	Procedure for Data Collection	162
	Tools for Data Collection	162
	Methods for Sorting and Classifying Data	162
IV	FINDINGS AND DISCUSSION	165
	Specific Questions and Answers	165
	Additional Findings	180
	Key Experiences - Having Fun With Language	180

Chapter | Page

V CONCLUSIONS AND RECOMMENDATIONS 183

To The Study in General 183

For Current Educational Studies 184

SELECTED BIBLIOGRAPHY 186

APPENDICES 189

Daily Planning Schedule .....Appendix-A

Learning Objectives .....Appendix-B

Content Area Planning .....Appendix-C

Receipt for Curriculum Planning .....Appendix-D

CHAPTER I

STATEMENT OF THE STUDY

The purpose of this study is to prepare a Developmentally Appropriate Curriculum for 3-year-olds.

SIGNIFICANCE OF THE STUDY

The significance of this study is to provide some basic structure for developmentally appropriate programs and environment for young children. This study addresses the roles that both parents and teachers play for supporting the development of preschool children. In this study, it is hoped that the suggestions may help to further encourage adults with capitalizing on the learning experiences that will provide opportunities for enhancing and expanding the learning and creativity in young children.

RELATED SPECIFIC QUESTIONS EXPLORED

1. How can three-year-olds properly practice skills that will acquire and enhance gross motor, fine motor, and social emotional development?
2. Can young children relate cognitively with mathematical experiences?
3. Is environment an important factor for growth and development?

4. How do young children demonstrate increasing independence?

5. What is the concept of developmentally appropriateness?

6. Why is time an important element in child development and learning?

7. What are some of the important roles adults play for reinforcing learning and development with young children?

BRIEF STATEMENT OF THE PROCEDURES USED TO ANSWER QUESTIONS

The procedures used for answering questions were as follows:

1. The classroom experiences and observations,

2. The Brigance Development Record Book was used as an asessment tool,

3. The individual educational planning, and

4. Research findings and documentation.

DEFINATIONS OF KEY TERMS

1. Cognitive Development - to acquire concepts and information leading to a better understanding. The process of perception and comprehension.

2. Active Learning - "connotes learning that is initiated by the learner, in the sense that it is carried out by the learner rather than simply handed or transmitted to him." Hohmann (p. 129).

3. Developmentally Appropriatness - two (2) concepts: age appropriateness, and individual appropriatness. A developmentally appropriate curriculum for young children is planned to be appropriate for the age

span of the children within the group and is implemented with attention to the different needs, interests, and developmental levels of those individual children.

4. Exploration - is a stimulus dominated behavior that is concerned with a acquiring information about an object. It is controlled by the stimulus characteristics of the object being explored.

5. Visual Reception - the ability to interprete the meaning of pictures and visual symbols; to understand what is seen.

6. Auditary-Reception - the ability to gasp the meaning of spoken words and sounds of environment; to understand what is heard.

7. Verbal Expression - a ability to put one's ideas into spoken words

8. Visual Association - the ability to coorinate and compare with what is seen in a meaningful way; skills referred to as reasoning; and problem solving.

9. Assiduous - assist, delight, perserving; careful.

10. Remote - removed, distance in space or time or relationship.

11. Inanimate - not having the qualities associated with active living organisms, not exhibiting life, lifeless.

12. IEP - individual educational plan.

LIMITATIONS AND RESTRICTIONS OF THE STUDY

. This study was limited to two day care centers in the metropolitan area. It was also restricted to a Black population. The preschool children who were observed and tested were three-year-olds, and from both centers the groups were mixed with boys and girls. The total number tested was approximately 36-37 children.

CHAPTER II

REVIEW OF LITERATURE

CURRICULUM PLANNING

Goals and Objectives

Goals and objectives state what children can be expected to achieve, and provide a way of assessing each child's growth during the school year. "Goals and objectives are also instrumental in assessing the effectiveness of the curriculum itself." Dodge (p. 10, 1988)

In The Developmentally Appropriate Curriculum For 3-Year Olds, goals and objectives are specified in three areas of development which include: cognitive, socio-emotional and physical growth. It is important that goals and objectives are made clear with the curriculum to assist teachers with defining and implementing appropriate learning activities.

According to Dodge (1988), "clear goals and objectives are important planning tools for teachers in defining and implementing the curriculum." They state not only what children can be expected to achieve, but also provide record for the effectiveness. (p.10)

Dodge continues by saying:

> to be effective, goals and objectives need to reflect the philosophy underlying the curriculum. goals and objectives that grow out of the comprehensive philosophy and theory help teachers know where they are heading with each activity and how they should plan to carry out each one. (p.10)

For example, one goal of socio-emotional development is to demonstrate cooperative, pro-social behaviors. Therefore, with this goal in mind, teachers might develop strategies such as the following:

(1) Prepare the physical environment "that will encourage children to work successfully in small groups."

(2) Assist children with learning how to share "and to take turns by giving them specific ways to" understand when they will have a turn with the material, and

(3) Assist children with working through conflicts that they may "learn skills in negotiating and problem solving." Dodge (p. 10)

In a preschool program using the Developmentally Appropriate Curriculum for 3-Year-Olds, the goals and objectives will represent the knowledge and "skills which most children acquire between three and four years of age." However, it is not expected that all children should acquire all of the objectives listed during their preschool years. "Learning is a process and each child grows at his or her own pace." Dodge (p. 10)

For example, Dodge maintains that children with disabilities may progress through some of the developmental stages at a slower pace than their peers. But, the teachers should be aware of the effects of each child's specific condition in order to select appropriate goals and objectives.

The goals and objectives in The Developmentally Appropriate Curriculum For 3-Year-Olds are offered as a guide for assisting teachers in early childhood development. The goals and objectives "can be motified or others may be added as appropriate." Dodge (p. 10)

Preschool children should be "encouraged to try out their ideas, experiment and to use materials creatively" for cognitive development. Specific goals and objectives for cognitive development are outlined as follows: Dodge (p.11)

A. Cognitive Development

A major goal of The Developmentally Appropriate Curriculum For 3-Year-Olds is to offer suggestions that will enable young children to develop a more positive attitude toward learning. As children develop cognitively, they should be encouraged to ask questions and to explore to make new discoveries. This in turn enhances their ability to solve problems, "recognizing cause-and effect relationships on the basis of concrete experiences." Dodge (p. 11)

Each child should be encouraged to take risk and to try their ideas through experimenting and using materials creatively. Examples of specific goals and objectives for cognitive development are outlined below:

1. To Develop a Positive Attitude Toward Learning, Teachers Should Encourage Children: (Dodge, 1988)

   (1) to take risk,

   (2) to make discoveries,

   (3) to be successful in learning,

   (4) to continue with a task after, making a mistake,

   (5) to ask questions, and to recall experiences, and

   (6) to explore and investigate something new in the environment. (p. 11)

2. To Expand Logical Thinking Skills: (Dodge, 1988)

   (1) identify similarities and differences among objects (e.g., shapes, colors, sizes," and textures),

   (2) to sort objects according to common characteristics (e.g., things that look alike, that belong together),

   (3) to arrange objects in a series (e.g., smallest to largest),

   (4) to explain simple cause-and-effect relationships on the basis of concrete experiences, and

   (5) to identify solutions to problems. (p. 11)

3. <u>To Acquire Concepts and Information Leading To a Better Understanding Of The Immediate World," Children Need:</u>

   (1) to identify and use the names of objects and things in the environment (e.g., plants, animals, people)

   (2) to make comparisons (.e.g., more/less, larger/smaller, taller/shorter)

   (3) to identify and use words to describe the characteristics of objects (e.g., colors, sizes, shapes)

   (4) to identify the roles people play in society (e.g., family members, doctors, construction workers, grocery clerks)

4. <u>To Expand Verbal Communication Skills Children Need</u>:

   (1) to listen to stories and explain what happen

   (2) to follow simple directions

   (3) to use words to explain ideas and feelings. Dodge (p.11-12)

In the Developmentally Appropriate Curriculum for 3-Year-Olds, it offers suggestions on how to assist and encourage young children with developing a positive attitude for themselves and others. Specific goals and objectives have been outlined to provide some strategies that will enable children to learn simple concepts, and to use and understand more complex ideas as they learn and practice cognitive development.

Dodge believes during the preschool years, that children deal with two specific states of socio-emotional growth that involves: 1) "learning to be independent and in control of oneself and; 2) learn to take initiative and assert oneself in socially acceptable ways" Dodge (p. 6). Specific goals and objectives to enhance socio-emotional development are outlined in the next section.

B. Socio-Emotional Development

The Developmentally Appropriate Curriculum For 3-Year-Olds is intergrated with findings of Diane Dodge who focused on the teachings of Erickson, on establishing a "supportive emotional climate in which learning can occur." Dodge (p. 13)

Research findings reveals that children who are encouraged to develop a sense of trust and security are promoted to develop self-esteem. "Children who acquire self-esteem learn to appreciate view points of others and the value of their own opinions.- Children as they operate in groups, they learn to express their feelings, opinions, and attitudes. The confidence young children gain through these experiences enables and encourages them to be more curious, "more active, and more creative learners.- Dodge (p. 13)

During the preschool years, children deal with two specific states. Dodge (1988), believes the two specific states include:

1) learning to be independent and to practice self control, and

2) learning to take initiative and assert oneself in socially acceptable ways. (p.6)

In order to provide children with an environment that supports the two specific stages in socio-emotional development, teachers need to be sensitive to the needs and how to foster positive responses that will encourage children to "develop sense of trust and begin to feel connected." Belonging and acceptance should always be encouraged among children, because this type of environment enables them to feel safe and encouraged "to explore not only materials but also their relationships with peers and adults." When preschool children are made to feel connected, safe, and secure, they learn to develop feelings of importance and value.

> This type of environment encourages both autonomy and self control, and they learn to handle their feelings in acceptable socially appropriate ways. Dodge (p.6)

According to research findings, competence and initiative are encouraged by the environment. Young children learn and develop by "setting clear, age appropriate expectations" and by encouraging them to learn from their mistakes, and to explore and to take risk. Dodge (p. 6)

Specific goals and objectives for social-emotional development include the following examples:

1. Children Develop a Sense of Trust When Teachers:

   (1) follow a consistent schedule

   (2) make contact with each child during the day, and

   (3) make positive comments about children's play activities.

2. Children Develop a Sense of Competence When Teachers:

   (1) reinforce their play activities by letting them know their actions are valued

   (2) praise their efforts

   (3) give them developmentally appropriate materials to play with. Dodge (p. 6-7)

Consistency is an important element for providing a supportive emotional environment. It encourages children to develop "a sense of trust and security that promotes self-esteem." As children develop esteem-esteem, they demonstrate appreciation for the viewpoints of others and are willing to express and value their own opinions. To encourage children with self-esteem, goals and objectives are as follows:

1. To Experience a Sense of Self-Esteem:

   (1) to identify oneself as a member of a specific family and/or cultural group, Dodge (p. 13)

(2) to demonstrate confidence in growing abilities,

(3) to demonstrate increasing independence,

(4) to stand up for one's rights.

2. To Exhibit a Positive Attitude Toward Life Children Need:

(1) to demonstsrte interest and enthusiasm in classroom activities,

(2) to try new activities,

(3) to demonstrate trust in adults,

(4) to be able to separate from parents,

(5) to participate in routine activities easily.

3. To Demonstrate Cooperative Pro-Social Behavior Children Need:

(1) to identify and appreciate differences,

(2) to accept some responsibility for maintaining the classroom environment,

(3) to help others in need

(4) to learn and respect the rights of others,

(5) to share with others and to be able to take turns with others while completing a task.
Dodge (p. 13-14)

Physical environment and development also affects children's socio-emotional growth. As they learn what their bodies can and can not do, they continue to gain self confidence. Therefore, as children preceive themselves as being capable of using both their large and small muscle movements, they develop and practice gross and fine motor skills with success. This attitude of success allows children to expand on all of their physical skills without fear or failure; instead, they learn to develop positive attitudes toward growing and learning in other areas of development. The next section provides specific goals and objectives for physical growth and development.

C. Physical Growth and Development

The Developmentally Appropriate Curriculum for 3-Year-Olds, focuses on young children's physical development, including that of large and small muscle skills.

According to Dodge, she believed that physical development is sometimes taken for granted in preschool. However, it is believed that most adults do assume that children will "progress through a predictable sequence and acquire predictable skills. To a certain extent this is true, but research reveals that "a number of factors can promote or slow down physical development." (p. 7)

Dodge continues to say "normal physical development relies on good health, proper nutrition, and a safe environment." However, during preschool years, it is most essential that children are provided with well-blanced meals and snacks that are "high in nutrients and low in fats, salt and sugar." Research reveals that many health problems can be identified through the process of screening during the preschool years. The screening process would help to eliminate some of the future health problems that would affect development in young children. Dodge (p. 7-8)

Another important element that is most essential for promoting physical development is to provide a safe environment for young children. Dodge believes that a safe environment is a prerequisite for promoting physical development. A safe environment is need in both indoor and outdoor that children may try out all their newly acquired skills without danger of injury. Providing a safe environment for children will enhance their security and their growth and development.

> As young children grow physically, their muscles develop and mature, and they are able to perform more complex and refined actions. Both gross and fine motor skills are critical," however, "gross motor development usually comes before fine motor development. The gross motor skills involve the large muscles of the body. Dodge (p. 8)

As teachers provide safe environment, equipment and materials, young children usually enjoy the learning activities that promotes and enhance their gross motor development skills. The learning activities which enhance gross-motor skills include: running, skipping, throwing, catching, jumping, climbing, pulling, carrying, and blancing. These activities allow children to use and refine their gross skills in a natural way.

Dodge's findings reveals that:

> children must be physically ready to develop each new skill and should be given opportunities to try these new skills over and over again. Dodge (p. 8)

It is essential that teachers are sensitive to the environmental needs that provides safe learning activities requiring both gross and fine motor skills. It is also appropriate and and important, reinforcement is encouraged by offering children encouragement and guidance for their efforts and accomplishments.

Fine motor skills also involve physical development. For developing fine motor skills, it involves the use of small muscles such as those in the wrist and hand.

Dodge maintain that:

> refinement and coordination of these muscles are critical for writing. Appropriate activites for developing fine motor skills involve: building block towers, molding clay or play dough, using scissors, or tongs, stringing beads, placing pegs in holes, drawing with crayons, or makers, and painting.
>
> As children gain control over their small muscles, and they learn to coordinate movements" their scribles, and marks "reflect their increasing skills. (p. 8)

When children scribble marks, they are beginning to start drawing curves, circles and lines. Usually after the first process of drawing curves, circles and lines, children begin to combine these shapes. These drawings then begin to look more like real objects and possibly images of people; and at point, children will begin to experiment with letters.

Physical growth and development have a positive affect young children's socio-emotional development; therefore, as they continue to gain self-confidence as they practice and play successfully.

According to Dodge, child development research reveals that children need to feel comfortable with their bodies and what ever physical activities in which they are involved. They need to feel physically confortable, if they are to succceed fully with their development skills. (p. 14)

Specific goals and objectives for physical development are as follows:

1. To Enhance Large Muscle Skills Children Need:

   (1) to use large muscle skills with confidence

   (2) to walk up and down steps

   (3) to run with increasing control over direction and speed

   (4) to jump over objects or from objects without falling

   (5) to use large muscles for balance (e.g., walk on tiptoe, balance on one foot)

   (6) to catch a ball or bean bag

   (7) to throw an object in the intended direction

   (8) to ride and steer a tricycle

   (9) to climb up or down equipment without falling. Dodge (p. 14)

2. To Enhance and Refine Small Muscle Skills, Children Need:

   (1) to use small muscle skills with confidence

   (2) to coordinate eye and hand movement (e.g., assemble puzzle pieces of increasing difficuly, string beads, use scissors, use eating utensils, zip and button)

   (3) to manipulate objects with increasing control

   (6) to use writing and drawing tools with increasing control and intention. Dodge (p. 15)

3. <u>To Use All Senses and To Increase Physical Capabilities, Children Need</u>: (Dodge 1988)

   (1) to identify similarities and differences in sounds

   (2) to identify how things are visually alike and different

   (3) to identify food taste

   (4) to identify how things smell

   (5) to respond to rhythm

   (6) to balance with increasing skill

   (7) to refine eye-hand coordination. (p. 15)

All of the goals and objectives within these areas of development form the foundation for The Developmentally Appropriate Curriculum for 3-Year-Olds. By focusing on children's cognitive, sociol-emotional and physical growth, The Developmentally Appropriate Curriculum for 3-Year-olds, promotes an integrated and effective developmental approach to learning.

The theories that underlie an appreciation of how children learn and develop cognitively, socio-emotionally and physically are an important factor in designing and implementing a curriculum. Therefore, in this curriculum, it focuses on how teachers can set up an environment and plan activities that will promote and allow children to develop and practice skills as they become developmentally ready.

In The Devlopmentally Appropriate Curriculum for 3-Year-Olds, planning is an essential organizing tool for children learning and developmental skills. Planning involve designing a daily schedule appropriate for the abilities of the children in the classroom.

The next section involves daily, weekly, and long term planning, explaining how routines and activities may run smoothly with developmentally appropriate practices in early childhood development.

Daily, Weekly, and Long Term Planning

Daily Planning

Dodge (1988) discovered that:

> that daily schedule outlines the day's events. It gives specific times when activities are to occur and helps the teacher to arrange the day. A good schedule take into account the age of the children in the group, the number of adults working with the group, and the length of the program day. The schedule also reflects specific program characteristic, such as the number and types of meals served, the layout of the indoor and outdoor environments, and whether transportative time needs to be accommodated. (p. 38)

In the Developmentally Appropriate Curriculum for 3-Year-Olds, the daily schedule supports the daily learning program. It focus on the balance between quiet times and group activities, which include:

1. times for selecting materials and for teachers to direct activities;

2. large and small group activities, and time for children to play alone;

3. active and quiet times and

4. "indoor and outdoor" activities. Dodge (p. 38).

An appropriate daily schedule also accounts for daily routines and transition times, for example:

1. arrival and departure;

2. meals, and snacks;

3. sleeping/resting;

4. self-help skills, such as: toileting, dressing to go outdoors, and washing hands;

5. clean-up times and

6. transitions from one activity to another. Dodge (p. 38)

During the course of a day, there should be a planning time where the teachers and children may "meet together to talk about what each child wants to do, and how the child might go about it.- Children get a better picture of his or her choice of materials as the teaching team encourages them to say or demonstrate what he or she would like to do. Hohmann (p. 61)

When adults plan activities with children, it helps to eliminate imposing choices on them and as a result, this helps children to learn how to identify and make choices for themselves.

Children who learn to "plan for themselves see that they can help make things happen." According to Mary Hohmann (1979), it is important that children learn to visulize themselves as people who can to decide and act on their own decisions. It is also important that the teaching staff who plans with the children's imput, that they allow the children to feel and have some control over their activitiesn (p. 62).

Research findings of Hohmann (1979), reveals that preschool children may not always respond right away with what they want to do; particularly when they are new to the environment or if "they are just beginning to learn about planning." However, in this situation, the adult (teacher) might need to offer some choices to such children assisting them on how to be more involved and to learn how to make choices with play and work activities (p. 62).

Hohmann states:

> children new to the planning process do not start planning for work time on the first day of school. They begin by exploring the people, materials and choices that make up their environment. Once the children are familiar with the possibilities available to them, they'll also need time to learn the planning process itself: how it takes place, where, when and with whom. The teaching team can help them by breaking this process down into separate steps:
>
> 1. help children learn which materials are available, so they understand what the possibilities are. (p.62-63).

2. Help children learn the names of the work areas, so they will have a way of indicating where they want to out their ideas.

3. Help children learn the names of other people in the room, so they will have a way of addressing, thinking about and referring to each other.

4. Help children begin to make choices and see alternatives throughout the day, whenever the occasion.

5. Introduce signs and planning boards; a sign is a tag with a child's picture and name on it that the child takes to a work area. In the work area , the child hangs the sign on a special board called a planning board to show himself and others that this is the area where he plans to work.

6. Choose a time and place to plan, suited to the needs of the children and the requirements of the schedule. Hohmann (p. 63)

The planning boards should always be at children's eye-level. In each area, the planning board should be labeled with pictures or photographs of the area and/or materials from the area. It would also be helpful to the children when the adult points out things to them in each group the materials and special activities that "children might like to plan" to work with. Hohmann (p. 298)

There may be times when children may feel upset and may not want to participate with planning. If the child appears to be acting in one of his moods, it is important for the adult to be aware and observant when to encourage the child to talk about his feelings and to recognize his moods.

It is important for adult/teachers to know the children the personality and interest of each child, thus, enables the teacher with guiding them more appropriately with choosing their planning activities. As children express their feelings through their moods, it is also important that they have a chance to recognize "their own moods in a constructive way." For example, if a child feels upset or "excited," the teacher can help the child not only to talk about his feelings, but also assist the child with choosing and planning activities that will help to "channel these feelings." Hohmann (p. 62)

In the beginning of preschool, children, particularly 2 and 3 year-olds may not verbally express themselves with until they feel more comfortable with taking risk in their environment. According to Hohmann (1979),

> they may just point to the area, object or person they may wish to work with or nod their head and/or look in that direction. (p. 66)

Making choices for play activities can possibly be somewhat confusing or overwhelming in the beginning for preschoolers. therefore, it is up to the teacher to use language that will help to "support the child's gestures. Some children might bring the materials that they would like to work with to an adult in response to an initial question." Again the adult/teacher can help by using appropriate language even though the child may not say a word. The adult/teacher may use

language for example: Oh Johnnie, that is a good idea, would you like to plan in the sand-box? Hohmann (p. 66)

Some children, particularly 3-year-olds might say "I don't know" or won't respond at all when asked what they would like to do during work-time. If this happens, most of the time it is because they are not sure of the names of the materials, persons or places. But as the preschoolers grow and develop they will be able to verbally express themselves and to recall a plan which they have started with enthusiasm to continue.

However, this positive environment will be a reflection of the daily planing that will enhance growth and development. Therefore, the adult/teacher plays an important role in this situation by helping the child begin to feel comfortable in his/her environment. By assisting a child with learning how to make choices for his/her activities with naming materials persons, and places will enable him/her to develop and express self-confidence. It is important that the adult/teacher is aware that each child learns at his/her own pace and learning takes place individually for each child.

The daily planning should always reflect the needs of the children as a prerequisit of the planned activities. For example, a good daily plan not only takes in account the age of the children, but also involves "their appropriate individualized activities, as well as effectively integrate the child into the total program." Dodge (p. 33)

Planning appropriate and individualize activities re- the routines and transition times. Routines and transition times in the daily planning should be acknowledged of these two important periods for planning. It is important that routines and transition times are scheduled with adequate time to ensure that the program runs smoothly.

Consistency is also important characteristic of the daily planning. According to Dodge, (1988),

> children feel more secure when they can predict the sequence of events have some control over their day. (p. 39)

Planning daily activities with "consistency does not preclude flexibility or spontoneity." For example, a special occurrence can be reason enough to alter the daily plans. Similiarly, on a day when an activity is especially successful or when children are engrossed in an activity of their choosing. When adults observe children especially involved in a special or learning activity, they can be told for example:

> you are enjoying the block area so much today, we will extend free play a while longer. Dodge (p. 39)

Being flexible and informing children of changes taking place within the daily plans enables them to feel more secure with understanding what takes place next in their daily activities.

As with all aspects of The Developmentally Appropriate Curriculum for 3-Year-Olds, daily planning should always be developmentally appropriate focusing on each child's individual needs. The daily routine and transition times should be kept to a minimum with "adequate time alloted for putting on coats and hats, eating meals, snacks, and for cleaning up." Free play periods should be scheduled long enough to provide children time enough to select their materials and activities, which they want to do. The daily planning should always reflect enough time that will enable children to work with their materials and clean up afterward without feeling rushed.

The following section focuses on developmentally appropriate practices in daily planning.

Developmentlly Appropriate Practices in Daily Planning

The Developmentally Appropriate Curriculum for 3-Year-Olds, describes appropriate practices that may be integrated and/or modified into daily planning for preschoolers. The developmentally appropriate practices maybe utilized and integrated through "administrators, teachers, parents, policy makers, and others who make decisions about the care and education of young children." NAEYC (p. 1). The National Association for Education of Young Children will be abbreviated for references as NAEYC, henceforth.

In order to achieve individual appropriate planning programs for young children, it is important that teachers and parents communicate on regularly basis during the preschool term. Communication with parents can be an asset to the curriculum planning. However, since children have to "largely depend upon their (families) parents for identity, security, care, and a general sense of well being;" parents should be encouraged to be involved and participate as much as possible with children in early childhood program and planning. Having parents involved with their child and the program will not only enhance their knowledge of child care and education, but it will also improve their skills with sharing the needs of children in preschool education. NAEYC (p. 12)

According to Bredekamp (NAEYC),

> parents have both the right and the responsibility to share in decisions about their children's care and education. Parents should be encouraged to observe and participate. However, teachers are responsible for establishing and maintaining frequent contacts with the families" (parents). (p. 12)

As parents express concerns for entering their children into preschool, often their questions are: where are early childhood programs located? and what is the appropriate length or time-span offered for early childhood programs?

According to the findings in (NAEYC),

> an early childhood program is any part-day or full-day group program located in a center, school, or other facility that serves children from birth through age 8. Early childhood programs include child care centers, private and public preschools, kindergartens, and primary grade schools. (p.1)

In the NAEYC, it explains that a high quality early childhood program should provide a safe and nurturing environment that will promote physical, social-emotional and cognitive development. The quality of an early childhood program may be affected by many factors, for example:

> a major determinant of program quality is the extent to which knowledge of child development is applied in program practices--the degree to which the program is developmentally appropriate. (p. 1-2)

In the NAEYC, it is believed that high quality, developmentally appropriate programs should be available to all children and their families.

The number of child development programs has increased in response to the growing demand for out-of-home care and education during the preschool years. According to NAEYC, children are now being,

> enrolled in programs at younger ages, many from infancy. The length of a program day for all ages of children has been extended in response to the need for employed families. NAEYC (p. 1)

In the NAEYC, it is also believed that "programs have changed in response to social, economic, and political forces; "but the 'changes should always be tailored to meet the needs of children.-

To enhance the needs of preschool children, teachers can use child development knowledge "to identify the range of appropriate behaviors, activities, and materials for a specific age groups. This knowledge can be "used in conjunction with understanding about individual children's growth patterns, strengths, interests and experiences to design the most appropriate" daily learning plan. NAEYC (p. 2-3)

As teachers design their daily planning activities for preschoolers, appropriate learning activities and materials should be "concrete, real and relevant to the lives of young children." Children's learning does not occur in narrowly defined subject areas; their learning and development are integrated, and "should not be inhibited by adult-established concepts of completion, achievement, and failure." Daily learning activities should be designed to improve children's skills through creative activities and involvement. NAEYC, (p. 3-4)

Through the process of children interacting with materials and people, they learn solutions to problems and function more successfully in their daily activities. Learn-

ing does not occur in a vacuum; it takes place as young child are involved with touching, manipulating, and experiementing with things and interacting with people. As young children explore and experiement with materials, and interact with people, their language skills also increase. Throughout early childhood, it is believed in the NAEYC that,

> children's concept and language gradually develop to enable them to understand more abstract or symbolic information. NAEYC (p.4)

children build on real experiences, therefore, through the frequent use of pictures and stories, these kind of experiences will enhance their language development.

As teachers design their daily plans that provides a variety of activities and materials, this will enable young children to incease their skills for challenging the difficulty, and complexity of learning materials. As children are involved with age appropriate materials, they will grow and develop with understanding and skills

While young children work with materials and practice various activities, it is very important that teachers pay attention by "listening, observing, and interpreting the children's behaviors." Teachers can also facilitate children's involvement and learning by asking questions, making suggestions or adding more complex materials or ideas to the situation. (NAEYC, p.)

The complexity of materials should also reflect the age span of the group of children. For example, in the NAEYC, it is indicated that a group that includes 4-5 and even 5-year olds would need books of varying length and complexity; puzzles with varying numbers and sizes of pieces; games that require a range of skills and abilities to follow rules; and other diverse materials, that will provide children with growth and development. (p. 6)

Therefore, in order for daily plans to meet young children's needs, it will need to be designed to reflect developmentally appropriate for the age span of the children. Appropriate activities include: dramatic play, wheel toys, climbing, puzzles, blocks, language activities, and other opportunities that involve child growth and development.

The (NAEYC), indicates that:

> developmentally appropriate programs for children from birth to age 3 are distinctly different from all other types of programs--they are not a scaled-down version of a good program for preschool children. The program differences are determined by the unique characteristics and needs of children during first 3 years. (p. 17)

The concept of developmentally appropriateness has two dimensions:

1. age appropriatness and
2. individual appropriatness.

In the NAEYC, it explaines that

> there are universal, predictable sequences of growth and change that occur in children during the first years of life. The predictable changes occur in all domains of development - physical, emotional, social, and cognitive. Knowledge typical development of children with the age span is a framework that is provided from which teachers prepare from the learning environment and plan appropriate experiences. (p. 2)

A child is a unique individual with an individual pattern and timing of growth, who posesses an individual personality, and learning style. Therefore, daily planning and adult interaction with preschoolers should be responsive to individual difference.

Teachers who are aware of child devlopment knowledge can possibly identify the range of appropriate behaviors and structure the daily plans that include the activities, and materials for specific age groups. As long as the planned activities are age appropriate, children interact them through play. Play is always an appropriate activity that is a primary vehicle for children that gives indication of their mental growth.

In the NAEYC, it is believed that

> in addition to the role in cognitive development, play also serves important functions in children's physical, emotional, and social development. Therefore, child-initiated,

> child-directed, and teacher supported play is is an essential component of developmentally appropriate practice. (p. 3)

A developmentally appropriate curriculum or daily plans for young children should always reflect the appropriate for the age span of the children within the group. The daily planning should be implemented with attention focused on the needs, interest and developmental levels those individual children involved.

Teachers can use some of their planning time to prepare strategis that will integrate learning that occurs through

> projects, learning centers, and playful activities that reflect current interests of children. For example, a social studies project such as building and operating a store or a science project such as furnishing and caring for an aquarium provide focused opportunities for children to plan. (NAEYC, p.68)

Therefore, the curriculum and/or daily planning activities is designed in an "integrated approach that provides for all areas of a child's development," focusing on the cognitive, physical, emotional and social growth.

Children's learning "does not occur in narrowly defind subject areas; their development and learning are integrated." Any activity that stimulates one dimension of development, it also affects other dimensions a well. (NAEYC, P. 3)

Much of young children's learning takes place when they direct their own play activities. During play, children feel successful when they engage in a task they have defined for themselves, such as

> finding their way through an obstacle course with a friend or pouring water into and out of various containers. (NAEYC, p. 3)

Such learning activities should not be inhibited by adults achievement and failure.

As teachers prepare the environment for children to learn through active exploration and interaction, assessment is also a needed tool for evaluating each child's progress focusing on their gowth and development. "Realistic curriculum goals and plans are based on regular assessment of indiviual needs, strengths, and interests."

It is also important for teachers to record thei observations of each child's special interest and development progress. The curriculum and daily plans are based on both "age-appropriateness and individual appropriatness" and should be designed to integrate "individual cultural backgrounds such as, expressive styles, ways of interacting, play and games.- The individual child cultural background should be "used to broaden the curriculum and daily planning ideas for all children. (NAEYC, p.3)

Planning should emphasizes learning as an interactive process. Therefore, it is important that teachers prepare the environment for children to be involved with learning through active exploration and interaction with others. Such learning occurs as children continue to engage in task that they have defined for themselves and are provided with adequate time for completion.

Adequate time should always be noted in the planning for play activities. Adequate time should be scheduled particularly for children with putting their coats and hats, eating meals or snacks, and cleaning up. Free play periods should also be long enough to give children time enough to select materials and activities, and to plan what they want to do. Adequate time allows children to select materials, and after their play activities, have enough time to clean-up without feeling rushed.

In the Developmentally Appropriate Curriculum for 3-Year-Olds, it is suggested that a planning board with large colorful pictures of each activity in the interested areas would be helpful with learning how to make choices and plans of their selected activities. Young children's learning increases as they are allowed to direct their own play activities, and making choices for theselves. It is also suggested, that teachers should evaluate and keep records of children's learning development and progress.

According to Bredekamp, (NAEYC),

> decisions that have a major impact on children such as enrollment, retention, or placement are not made on the basis of a single developmental assessment or screening device but consider other relevant information, particularly observations by teachers and parents. Developmental assessment of children's progress and achievement is used to adapt curriculum to match the needs of children with child's family, and to evaluate the program's effectiveness. (p. 13)

In the (NAEYC), it maintains that assessment of individual children's development and learning is essential for planning implementing developmentally appropriate programs, but should always be used with caution to prevent discrimination against individuals and to ensure accuracy. "Accurate testing can only be achieved with reliable, valid instruments and such instruments developed for the use with young children are extremely rare." Therefore, assessment of young children should rely heavily on the results of observation and of of their "development and descriptive data." (p. 12-13)

A sample of a daily plan is offered as a model of one that is appropriate for a developmentally based program. Adaptations are encouraged of course, as the goal of this curriculum. Therefore, the following are suggested adaptations that teachers might wish to consider as a part of their daily activities with young children.

Adaptation in the Daily Planning (Dodge,1988)

Bathroom Time

Most classrooms for preschoolers provide their own bathroom, which enables children to use it freely as needed. But when the bathroom is outside of the classroom, "procedures for using the bathroom must be established to ensue children's safety."

Morning Programs

It may be best to begin with free play s children arrive in the early mornings at different times. "This will allow them to select an activity they are ready for when they arrive."

Snacks

In some programs, snacks are served, and others provide cafeteria-style. A nutritious snack, is most essential such as "juice and crackers or fruit, is placed on a tray" and on on each table for the children to learn how to serve themselves with supervision of an adult, (parent/teachers).

Late Afternoon Programs

> Children are very often tired at the end of the day. Depending on the number of adults available, it may be helpful to divide the children into small groups. One teacher can then read to the group (p. 42)

> while another teacher supervises table toys. It may also be necessary to have a space where an extremely tired child can rest until it is time to go home. A small snack, such as juice and crackers or fruit, may be offered to children who remain until 6 p.m. (Dodge, p. 42)

Parents could be involved with serving and assisting with supervising young children by inviting their participation within the classroom and/or to share lunch or snack time with their child. The section will include involving parents in daily planning.

Involving Parents in Daily Planning

According to Dodge (1988), one of the best ways for parents to understand, extend, and to help enrich the curriculum is for them to participate in the daily planning as a volunteer or special guest. By participating, parents can not only see for themselves how teachers interact with children, but their participation will also help to promote learning and development. When parents participate in the preschool program, children also benefit from it in many ways. First, more adults in the room means more individual attention for children. In addition, parents who bring a special interest or skill into the classroom help to enrich the learning environment. Finally, "children who see their parents playing a new role, find this exciting and source of pride. (p. 56)

Dodge suggest that planning and forethought goes a long way toward ensuring that parent involvement in the daily planning is successful. Some suggestions for involving parents are as follows:

> __Suggest a variety of ways in which parents can contribute, such as : reading a story to a small group, helping on a field trip, leading a food preparation activity, or sharing a special interest or experience.
>
> __Conduct an orientation for parents who wish to work in the classroom. Talk about the daily plans and routines to prepare them for the flow of the day's activities and the procedures that children follow.
>
> __Suggest that parent spend a few hours just observing the program, and talk to the parents afterward about their observations and questions.
>
> __Post cards in each interest area explaning what children learn and give tips for working and talking with children in the area.
>
> __Have a follow-up conversation with each parent who participates in the program. Talk to parents about their experiences and thank them for their assistances. (p. 57)

Experienced teachers know that not parents can or want to be involved in the daily planning in preschool settings. However, individual preferences as well as the daily planning need to be respected.

In The Developmentally Appropriate Curriculum for 3-Year-Olds, it is suggested that teachers can be creative in ways to involve parents who do not (opt) to participate in the daily plans activities with young children. Dodge suggest that,

> some parents may be able to get away for an occasional meal with their child. Others may volunteer to help with a project on a weekend or evening. Parents can also assist at home by typing up a story sewing doll clothes, or collecting "beautiful junk.- (Dodge, p. 57)

There are many ways in which parents can be involved in the Developmentally Appropriate Curriculum for 3-Year-Olds.

In the NAEYC (1987), it is believed that mutual sharing from parents with information and insights about their individual child's needs and developmental strides help both the family and the program. Therefore, in order to establish mutual sharing with parents and teachers, it is important that teachers and administrators are sensitive to the strategies of promoting mutual respect through recognizing and "acknowledging different points of view from parents to help minimize confusion for children.- (p. 12)

Daily planning allows the teachers to outline the day's events; and to ensure that adequate time will be provided for all scheduled activities. The more participation from parents in the classroom will also enhance the curriculum with enrichment of learning activities.

In order to take in account the needs of both the children and teachers, an evaluation on daily planning has been outlined for further suggestions in the next section.

Daily Planning and Evaluation

Planning and evaluating give the teaching team an opportunity to transcend their subjective feeling about particular days and times of activities. For example, a teacher may feel that they didn't have a good small group-time, after a three-year-old rubbed playdough into another three-old's hair, that the small group tended to fall apart. However, this teacher "can look at what did go well in spite of the immediate frustration," and continue with planning ways to prevent or to cope with such mishaps in the future.

In order to document assess of young children, and planning most effectively, it is important at the beginning of each daily planning session, that the teaching team is aware to the needs for setting specific focus on two key learning experiences during small group time. For example, 1) how five or six children planned their activities, and 2) and how they carried out their plans during the small group time.

According to Hohmann (1979),

> some teaching teams may find it useful to evaluate and plan for specific times in the daily routine, especially in the beginning of the school year. What happened during planning time? What did it mean? What does the team want to happen during planning time? Once the team has lived with the daily routine and dealt with

> some of the issues it raises, they may then choose to change their daily planing focus to appropriate key experiences. Some teams may do both at one. (p. 112)

The following questions may help to guide the team that chooses to focus on the issues raised by the daily planning and routine:

1. How do children use their signs?
2. How can planning be made more graphic for children?
3. How do children indicate their plans?
4. How can adults respond to support each kind of planning?
5. What are the advantages/disadvantages of small-group planning?
6. What are the advantages/disadvantages of individual planning?
7. How often does a child change his or her plan?
8. What works best for a particular child?
9. When is it appropriate for children to change their plans?
10. How and when an adult intervene to extend a child's plan? (Hohmann, p. 112)

The Developmentally Appropriate Curriculum for 3-Year-Olds is also environmentally based; the goal of planning is to create cognitive, socio-emotional, and physical learning opportunities in each of the interest areas. This means determining which materials and props should be available to children and which strategies teachers should use to extend

and enrich children's play. Whatever planning form teachers use, it should address the specific areas and time periods that need to e considered each day. The daily planning and work time forms are included in the next section, and are offered as a suggestion; it can be be modified to suit indiidual programs.

Daily Planning and Work Time

In the Developmentally Appropriate Curriculum for 3-Year-Olds, it is suggested, during daily planning, a planning time should be scheduled when adults and children meet together to talk about what each child wants to do, and how each child might go about it.

Children learn how to participate in decision-making when they are involved with deciding for themselves and how they will use their work-time. The teaching team should "encourage each child to say or demonstrate what he or she would like to do," this helps the child to get a better picture of his/her choice in mind. Hohmann (p. 61)

Hohmann (1979) believes that,

> children need work time because it gives them an opportunity to organize and act on part of their world, to decide which toys, tools, and equipment are best for for their purpose and to develop the skills necessary to use them at ease. (p. 73)

As children learn to identify choices, they begin to "see themselves as people who can have ideas and act on them, "who affect their environment. Hohmann (p. 73)

An appropriate planning and work time "schedule also accounts for daily routines and transition times, including:

1. arrival, departure;
2. meals, snack;
3. sleeping/resting;
4. self-help-skills such as toileting, dressing to go out and learning to wash their hands;
5. clean-up; and
6. transitions from one activity to another. Dodge (p. 38)

In the next section, two schedules of daily planning is outlined as an example for both a half day and full day program.

Daily Planning for A Half Day Program

7:30-8:00 A.M. Children Arrive/Greeting Time

Free play period while staff prepare breakfast with children.

8:00-8:30 A.M. Breakfast/Clean-up Time

As children finish breakfast, they will learn to clean-up after them selves by putting their paper napkins, plates, and cups in the trash basket, and wipe-up spills, etc.

8:30-8:50 A.M. Planning Time: (Group-Time)

Adults and children meet together to talk about what each child wants to do; and how each individual can carry out their task.

8:50-9:45 A.M. Work Time

9:45-10:00 A.M. Clean-up-Time

Children put away toys and materials.

10:00-10:30 A.M. Review/Snack/Small Group

Teaching team talk with children in small groups about what they did during work-time.

10:30-11:00 A.M. Outside-Time

11:00-11:15 A.M. Circle Time

11:15-11:30 A.M. Preparation for Dismissal

11:30-11:45 A.M. Dismissal

Daily Planning for a Full-day Program
Early-Morning Schedule

7:30-8:00 A.M. Children Arrive/Greeting-Time

Free play period in classroom;

Children can work with teaching staff with preparing breakfast.

8:00-8:30 A.M. Breakfast and Clean-up Time

As children finish breakfast, they clean-up, and

read books and/or listen to music.

8:30-8:45 A.M. Circle-Time/Group-Time

Teacher and children come together sharing conversation, and games;

music, movement, or rythms, finger-plays, songs, etc,.

8:45-9:45 A.M. Work-Time: Free Play

Children make selection to work in the interest areas as follows:

1. Table toys
2. Blocks
3. House Corner
4. Art
5. Library Corner
6. Sand and water

9:45-10:00 A.M. Clean-Up-Time

Children put away toys and materials; as they finish working in their work areas. After they clean-up, they will select a book to read or move directly into the group time activity.

10:00-10:15 A.M. Story-Time

Depending on the age of the children, there is one large group or two smaller groups for story reading.

10:15-10:30 A.M. Prepartion to Go Outdoors

1. Each child will go to the bathroom for toileting and washing hands.
2. Shoe tying and
3. Putting on appropriate clothing for for outside play.

10:30-11:30 A.M. Outdoor Play

Children select activities that involves: climbing, wheel toys, balls, hoops, sand water play, woodworking, gardening and child initiated games.

11:30-11:45 A.M. Quiet Time

Children will select a book or listen to tapes or records.

11:45-12:00 Noon Prepare for Lunch

Children can participate with the teacher for preparing lunch.

12:00-12:45 P.M. Lunch-Time and Clean-Time Time

After children finish lunch, they will continue to learn how to clean-up.

After clean-up time, children will go to the bathroom in small groups. When each child uses the toliet, he/she will learn to flush the stool and wash their hands. Each child will brush his/her teeth. Then they will read books on their cots in preparation for nap-time.

After Noon Schedule

12:45-1:00 P.M. Quiet Activity Prior to Nap

1. Story, or song by teacher,
2. Quiet music or story record.

1:00-3:00 P.M. Naptime

1. Children can read books or play quiet games such as puzzles and picture cards on their cots;
2. Children who do not sleep or who awaken early are taken into another room for free play with books, table toys, and other quiet activities.

3:00-3:15 P.M Snack Preparation

Children will go to the bathroom, encouraged to tie shoes, and put their blankets into their individual cubbies.

3:15-3:45 P.M. Snack-Time

Each child will be encouraged to serve themselves, such as, crackers, dip, pouring liquids, etc.

3:45-4:00 P.M. Preparation for Outdoors

4:00-5:00 P.M. Outdoor Play

Children will select activities involving climbing, throwing, wheel toys, balls, hoops, sand and water play, woodworking, gardening, and other initiated games.

5:00-5:15 P.M Free Play

Children select from art art activity (requiring minimal clean-up time), or blocks, library and table toys.

5:15-6:00 P.M. Clean-Up Time and Small Group Time

Children select a book or listen to records or tapes. Teacher plans quiet activities, such as stories, table toys, songs, and finger plays. After clean-up time, children will put on coats and prepare to leave preschool.

According to Dodge (1988), the length of group and story-time should vary with the ages of the children. A group of 3-year-olds with limited group experiences, may have difficulty participating in a 15-minute group time. A shorter activity could be planned and lengthened during the year as children's abilities to interact with the group expand. (p. 40)

In the next section, the weekly and long-term planning forms are provided as suggestions, that can be modified to suit individual programs.

The weekly and long-term planning is essential for organizing both trips and special events that will be provided during the preschool year. Community calendars can also be used as a means for organizing weekly and long-term activities. These planning tools enables teachers to design and schedule time for appropriate activities that will ensure the program to run smoothly. Planning also enables teachers to reflect on the appropriate activities for young children and for deciding if there are any changes to be made. The long-term planning is basically needed for budget concerns such as:
1) the cost of the field trips need to be factored in,
2) the purchase of special materials accounted for, and
3) the direct and and indirect costs of special events should be allocated.

The weekly and long-term planning forms that follow is offered as suggestions that can be modified to suit individual preschool programs.

Weekly and Long-Term Planning

Planning tools can be helpful for teachers when they are in the process of implementing a curriculum and translating goals into developmentally appropriate learning experiences. Planning also enables teachers "to keep track of what is going on in the classroom, where progress is made, and where changes may be necessary. Dodge (p.42)

The Developmentally Appropriate Curriculum for 3-Year-Olds, is based, the goal of planning is to create cognitive, socio-emotional, and physical learning opportunities in each of the interest areas. "This means determining which props and materials should be available to children and which strategies teachers" should use for enriching children's play. The planning and strategies should "address the specific areas and time periods" that need to be considered daily, weekly, and/or long-term planning. Such plans

> "help teachers chart the progress of individual children and the group as a whole. This in turn helps to determine if programs goals and objectives being met. Dodge (p. 43)

The weekly planning form that teachers may consider and/or modify is as follows:

SPECIAL FOCUS THEME _____ WEEK OF: _____

WEEKLY PLANNING

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group-Time: Songs, Stories, Games,					
Special Small Group Activities					
Focus on Children: for special strengths, interests, and needs					
Change Room Environment according to season					
Outdoor Activities 60					
	House --- Corner			Sand and Water Table	
	Blocks				
Art Activities	Table-Toys		Library		

61

The long-term planning is outlined and is focused on a 12-month program. The objectives in the long-term planning will reflect some guidance for preparing and testing with the Brigance assessment tool for 3 and 4 year olds. Long-term planning is important for teachers because it helps them to look ahead and to plan special activities that require advance planning. Some of the advance planning involves both fields and special events such as, a trip to the library, zoo, or to the local museum or possibly have special guest visit within the classroom. The long-term planning example is as follows:

The Long-Term Planning
Covering Each Month Of The Year

September

A. Brigance

   Assessment of children

B. Self-concept

   1. I'm me - I'm special

   2. Body parts

   3. Clothing

C. Fall

   1. Characteristics

   2. Clothing - appropriate

   3. Kinds of weather

October

A. Fall-continued

1. Plant life

2. Animal life

B. Halloween

1. Symbols

2. Color

3. Safety

C. Brigance continue

D. Special Days

Columbus Day and Halloween

November

A. Complete Assessment

B. Special Days

1. Veterans

2. Thanksgiving

C. Family

1. Members

2. Kinds of families

3. Duties

December

A. Writing Individual Educational Plan for each child.

B. Special Days

1. Christmas

(a) music, (b) poems, (c) colors-red and green

January

A. Special Days

1. New Years Day
2. Dr. Martin Luther King's birthday

B. Dr. Martin Luther King

1. Who he was?
2. Things he did for everyone

C. Winter

1. Characteristics
2. Animal life
3. Plant life
4. Clothing
5. Weather
6. People

D. Prewriting Skills

February - Black History

A. Special Days

1. Valentine's Day
2. Ground Hog Day

B. Vocabulary Building

1. New words
2. Associating words with pictures

March

A. Special Days

1. St. Patrick's Day

B. Spring

1. Characteristics
2. Changes - people, plants and animals and weather
3. Art projects associated with spring
4. Signs of spring

C. Senses

1. Sight
2. Hearing
3. Touching
4. Smelling
5. Taste

D. Animals

Farm animals

April

A. Animals - continued

1. Zoo animals
2. Pet animals
3. Insects/spiders

B. Special Days

1. April Fool's day
2. Easter

C. Easter

1. Celebration

D. Math

1. Recognizing numbers 1-5
2. Counting by rote 1-5

May

A. Special Days

1. May Day
2. Memorial Day
3. Mother's Day

B. Language

1. Following directions
2. Recognizing appropriate nouns

C. Understand Appropriate Opposites

D. Recalling Facts of Experiences

E. Speaking in Sentences

F. Graduation - Practice daily

June

A. Graduation - continued

1. learn songs
2. learn poems
3. fingerplays

B. Transportation

1. Kinds of transportation
2. Trip - museum

July - August

A. Summer activities - make flexible schedule

B. Art activities

1. Brush painting
2. Finger painting
3. Easel painting
4. Rain painting
5. Rubbings on buildings, trees, crayons and paper
6. Colored bubbles - food coloring and soap

C. Water Play

1. Pools
2. Hose and sprinkler
3. Water table
4. Fire hydrant
5. Sprinkler - windex bottles
6. Splash pool

D. Field Trips

1. Grocery store
2. Malls
3. Museums

4. McDonald Farm

5. Fire Department

6. Post Office

E. Volunteers

1. Parents

2. Community helpers

F. Newspaper - check for special events

1. Magic shows

2. Puppet shows

3. Clown shows

4. Nearby community events

G. Recognizing Shapes

1. Circles

2. Triangles

3. Squares

4. Rectangles

H. Colors - recognizing

1. Primary

(a) red, (b) blue and (c) yellow

2. Secondary

(a) orange, and (b) green,

3. Purple

4. Brown

In The Developmentally Appropriate Curriculum for 3-year-Olds, the planning process itself is considered valuable.

When the planning activities involves adults (teachers/parent/volunteers), working together as a team to meet the needs of the children, this provides opportunities for communication with exchanging ideas and observations for new learning strategies. These new learning strategies will help to develop writing plans that provides a record of the curriculum over a period of time. Such plans help teachers to both chart progress of individual children and further develop age appropriate goals and objectives.

The following section focuses on active learning which include discussions and suggestions for providing active learning experiences for young children such as:

1. circle-time,
2. choice-time, and
3. transition-time.

Active-Learning

According to Hohmann (1979),

> based on Piaget's theory of "active learning" as we propose to use the term, connotes learning that is initiated by the learner, in the sense that it is carried out by the learner rather than simply "handed" or transmitted to him. With preschool-age children it is usually has a sensorimotor component--moving, listening, searching, feeling, and manipulating. (p. 119)

Piaget's theory continues that active learning,

> also connotes creativity on the part of the learner, who is trying to construct a better "theory" of reality and to invent new combinations of means and ends. This is also what we mean when we say the child "initiates" his own learning. Hohmann (p. 129)

Hohmann (1979), Piaget also believed

in order to know objects, the subject must act upon them, and therefore, transform them. The child must displace, connect, combine, and take apart, and reassemble them.

Piaget's concept of action includes

> in the preoperational subperiod, in which most preschoolers are located developmentally, actions are being internalized to become representational thought, but the logical operations are not yet fully developed. (p. 129)
>
> Experiences in which the child produces some effect upon the world (in contrast with, say, watching television) are crucial to the development of thought processes because the child's logic develops from the effort to interpret the information gained through such experiences; interpretation of new data modifies the interpretive structures themselves as the child strives for a more logical internal model of reality.
>
> Action on real, "concrete" objects is the developmental starting point for language, representation and logical operations. Active learning begins concretely, with manipulation and whole-body movement. As children become more familiar with a particular concept or object, they may work with it on a "symbolic" level. They may draw it or talk about it or listen to stories about it without requiring it to be actually present. (p. 129-130)

Active learning is a process of increasing complexity in that simple actions evolve into complex coordinations of actions. This is manifest in the child's attainment of the ability to use tools (e.g., scissors, hammer), to build with blocks and to use art media. Hohmann (p. 130)

The next section includes circle-time that provides opportunities for active learning experiences.

Circle-Time

Circle-time provides an opportunity for each child to participate in a large group, sharing and demonstrating his or her ideas and trying out and imitating the ideas of others. As children continues to participate in circle-time activities they can find out that there are somethings that are really fun to do with other people. As a part of a large group, children can sometimes demonstrate being a leader and sometimes a follower. Hohmann (p. 96)

During circle-time, the whole group of children and adults gather together for an active 10 or 15 minutes of playing games, making up and singing songs, doing finger plays, learning dances, playing musical instruments, re-enacting special events or briefly talking about the next

day. Unlike any other part of the day, everyone is involved in the same activity at the same time. These activities at circle-time also enables children to participate in active learning.

When and where is circle-time? In many preschools, it has been observed that "circle-time can come either at the beginning or at the end of the day, depending on the preference of the teaching team. Usually teams that begin the day with circle-time believes that children benefit from starting the day together. Some teachers believe that start-the day in a large group enables the children to see everyone before they get involved in small groups or individual projects. It is also believed that circle-time at the beginning of the day allows children to "find out if there is any special events or information about the day," for example, if there is to be a field trip or a visitor, a new piece of equipment, or a schedule change. Hohmann (p. 96)

However, teaching teams that prefer having circle-time at the end of the day; they usually like to "draw the group together to share an experience before "the children go home." They like to have children to recall special events that might have occurred during the day.

According to Hohman (1979), some teachers start "out in the fall having circle-time at the end of the day, then during the winter, they would switch it with outside time so that the day ends outdoors." Having the day ending outdoors helps to eliminate staff and children having to wrestle with snow suits and boots more than once a day. (p. 96)

When and where is circle-time? Hohmann (1979) believes that circle-time for the whole group to move about and is able to sit down together in a circle--in an open central area of the classroom. The name "circle-time" makes more sense to children when they can gather in a circle that's actually laid out on the floor' a big round rug, or a masking-tape circle will make the idea of circle-time more concrete. (p. 96)

Teachers can utilize circle-time as a chance to provide key experiences for children in a social setting and to observe children as they participate in this setting, each with his/her own unique style. Depending on the focus of the circle-time activity, teachers can find out how children perceive and work with such concepts as:

1. loud and soft
2. fast and slow and
3. near and far.

Circle-time is also an opportunity to "involve children as much as possible in planning" activities of their choice. the teaching team can plan games that gives children choices that they may learn how to proceed with making a choice, and with what they can try next. Hohmann (p. 98)

As children continue with active learning during circle-time, they learn and understand activities that allows them to take turns being the leader. These learning activities also enable children to learn and to demonstrate leadership abilities.

In order to help children to express themselves in their activities, adults should try to relate circle-time activities to experiences and things that children are involved: For example, after a trip to the farm,

1. have children to make up songs about the farm, and
2. sing songs while demonstrating actions about things children saw and did at the farm.

As children learn to express themselves in their activities, it enables them to learn how to be more descriptive.

According to Dodge (1988), it is important to evaluate circle-time to see which activities are most successful. Evaluating how children behave during and after an activity

is certainly a good indicator of it's successes. Teachers can watch for cues from the children to evaluate the effectiveness of the activity. Depending upon the observation it can reveal if the activity holds interest or if the children becomes restless. Through such observation, the teacher understand if "it's time to change or to end the activity.- Dodge (p. 48)

Suggestions at Circle-Time

Hohmann (1979), suggestion for circle-time include:

_Planning for circle-time so that it can proceed smoothly and enjoyable. Adults need to decide what to do and how to start the activity. Make one adult responsible for initiating circle time. Other adults should help children finish tasks and then join the circle as supportive participants.

_Simulating the activity planned for circle-time at the team-planning session the day before it is to occur.

_Having several alternatives in mind if the planned activity doesn't go over well, such as switching from a song to an action game or giving children a say in determining the direction of the activity.

_Keeping track of the children's favorites. A list of never-fail games and songs can be very useful on difficult days when nothing seems to work.

_Starting circle-time with the children who are ready this allows other children to join as they finish what they're doing. If children come to the circle eager to begin and then have to wait five or ten minutes for everyone to arrive, they may well lose their interest and enthusiasm by the time circle-time begins. Starting right away keeps their interest and encourages others to complete their tasks so they won't miss the fun.

> Deciding as a team at the beginning of the year the expectations for circle-time participation. Does everyone have to come to the circle? What about children who disrupt activities? What about children who continue to be disruptive after they've been told to leave the circle? What about children who come to the circle but seem afraid to participate? (p. 96-97)

Circle-time should be designed to provide active and enjoyable activities that will help children with practicing acceptable behaviors. As the teaching team utilize constructive questions that concerns the children's behaviors within the group, it will possibly help towards alleviating some of the management problems at circle-time.

In the next section, it involves how children can learn to make choices.

Choice-Time

According to Dodge (1988), the concept of free play is during the time, that children can select activities throughout the classroom in the various interest areas:

1. table toys,
2. blocks,
3. art,
4. house-corner,
5. sand and water, and
6. library corner. (p. 47)

Free choice activities allows children the opportunity to select as many activities as they want, or the freedom to spend all their time in one activity as they choose. As children choose their activities and participate in free play, teachers can also use the interest areas of play to present and reinforce specific concepts, for example:

1. talking with a child about the different sizes of blocks in the block area during clean up time;

2. Encourage a child to select four different sizes of cups to put in the water table.

Therefore, as children play in the areas of their choice, teachers can talk with them explaining the concepts they are experiencing firsthand.

Dodge (1988) believes

> whether "free play," "work play," or "free choice," they are basically the same; and should be scheduled into the program each day. (p. 47)

Allowing children to practice making choices enables them to think independently and become more self-confident.

In the next section, it involves how transitions can be made smooth while providing children with learning experiences.

Transitions

Transitions are when children move from one activity to the next. There are certain segments of a daily routine when children can easily loose control of themselves; particularly if they don't know what to expect and what's expected of them.

According to Hohmann (1979), the daily routine should have as few transitions as possible. In this following routine for example, there are only seven transitions:

Circle-time

1. (transition)

Planning for work-time

2. (transition)

Recall of planning

3. (transition)

Clean-up-Time

4. (transition)

Snack-time

5. (transition)

Outside-time

6. (transition)

Small-group-time

7. (transition)

Dismissal-time. (p. 98)

The Developmentally Appropriate Curriculum for 3-Year Olds, suggest that the teachers should plan the routine so that active times alternate with quieter times. For example, going from small-group time to outside time is an easier and more natural transition than going from small-group time to planning time. Having children going from small-group time to outside time is not only more easier and natural, but it "gives them a different type of focus and a chance to release some energy.- Hohmann (p. 98)

Teachers who follow the daily routines with consistency help children to learn when to make transition and the names of the activities in the daily routine. Consistency also helps children to anticipate with what comes next.

It is also important to give clear signals at the end of work-time and the end of outside time, this enables the children to be aware that it's time to move toward the next activity. Having children aware of the time for making transition helps them move with less confusion and frustration. It also helps children through transition when there are designated places for transition. For example, as children finish cleaning-up and before they prepare for snack, "have the children meet in the block area; and for

outside time, or at the end of the day, have them" to meet in the block area or at the door with an adult. Once children have gathered adults should help them by "being creative in easy ways for them" to move to the next activity. The next activity should be prepared and ready for the children to start right away. The next activity should be started right away even if all the children have not arrived; this allows them to learn and understand that "something fun is going to happen next, so it pays to get there quickly." Hohmann (p. 98)

According to Dodge (1988),

> transition times is an important part of the classroom management. Like all activities, transition times can be used for learning and reinforcing concepts and skills. Teachers generally find that by allowing time for transitions in the daily schedule and by including children in the process, behavior problems decrease and constructive activities increase. (p. 48-49)

Dodge also believes if transition times are a problem, teachers may consider the following questions:

1. Do children have sufficient notice?
2. Are transition times treated as an important activity? Or are they rushed? Or are they too long?
3. Do children understand what is expected of them during transition?

Dodge maintains that there are several ways in which teachers can maximize the chances that transitions will run smoothly. For example:

1. Try to avoid having all of the children moving from one activity to another as a group. After each child finish his/her snack, they can get a book in the library.

2. Allow sufficient time for clean-up time so that the children won't feel rushed.

3. Involve children in setting up for snack time, lunch time. Involve them in cleaning-up after art, and collecting trash each meal. These learning activities not only helps to smooth the transitions, but also teaches children responsibility.

4. Give clear directions during transition that are age appropriate.

5. Teachers/adults should be flexible, when possible, by allowing children extra time to complete special projects or activities.

Time is also an important factor that is needed in the learning environment. Children's needs are highly individual therefore, the preschool learning environment should not override the needs of individuals by impossible standard time. According to Gorden (1976),

> children have their own energy needs and rhythms. It is difficult to organize around individual rhythms, and it is impossible for to learn the schedule. The point here, is the awareness of time and when to shift, but it can be handled in rather simple ways. (p. 175-176)

Gorden (1976), believes that children have a need to know not only what is expected of them, but, why it is expected of them. As teachers inform children of what is expected and why it is expected of them, this helps to eliminate frustration and they learn to follow directions in a timely manner.

Children can work in groups, but they all have individual needs, that sometimes differ from each other. Therefore, in in the daily planning process, it should reflect enough time and space for each child to have his/her needs met. For example, "every child does not need the same amount of sleep. If space is arranged properly, some can take longer naps while others engage in noisy play." Some young children "take longer to eat, and need more help than others." But with adequate space arrangements, and staff, it should be possible for them to have this time with some assistance. Gorden (p. 175-176)

According to Gorden, (Kounin 1970), uncovered two elements that relate to predictability. One of the elements is transition; how smoothly do either a parent or teacher move a child from one activity to another? "Young children cannot handle interruption during transition." Gorden believes that

> children need to know what the arrangements are and are influenced by the smoothness with which the things flow. (p. 176)

In Gorden's study (Kounin, 1970), indicates "thrusting" is the second element that which is a kind of interruption which can cause frustration among the children with their on-going activities. It is important that adults are aware on how thrusting upon children can promote negnative behaviors from them. Thrusting should never be used on children to "suit adults needs." (p. 176)

According to Gorden and (Soar 1974), adults can use "fairly gently control" for positive "changes in behavior" in children. (Soar 1974) believes that adults should speak to children "in noncoercive ways" such as:

"we have 5 minutes to wrap that up."

This "does not mean children's 5 minutes matches the adult's 5 minutes," but it does mean that they have some signal to begin to taper off, and move on to something else. An example of thrusting can be observed in the typical three reading group situation; group (B) and (C) are busy while the teacher is with group (A). Right in the middle of group (A's) activity, the teacher looks at the clock and says:

"11:00 group (B), come up.

At this point, everything goes to pot. Gorden (1976), believes that "we all do a lot of thrusting" because we tend to "have time schedules that do not match the learning experiences and the timing of children. (p. 176)

Adults can facilitate children's success with completing a task as they continue to respond quickly and directly to their needs; and adapt to the children's differing styles and abilities. As children learn and develop they pass from one level to another, or another program. However, before these transactions takes place, it is good for the teacher to always take enough time to inform each child of any changes to help minimize confusion. According to National Association for the Education of Young Children (NAEYC 1987),

> continuity of education experience is critical to supporting development. such continuity results from communication both horizontally, as children change programs within a given year, vertically, as children move on to other settings. (p. 12)

The Developmentally Appropriate Curriculum for 3-Year-Olds, is environmentally based, the goal of planning is to create cognitive, socio-emotional, and physical learning opportunities in each of the interest areas, that includes the indoor and outdoor activities. This means determining which materials and props should be available to children and which strategies teachers can use to extend and enrich children's play.

The following sections include the interest areas in both indoor and outdoor activities. These areas focus on the developmentally appropriate learning experiences for preschool children.

Indoor Activities

According to Dodge (1988) , the types of

> materials in a classroom and the way in which they are organized, convey important messages to children. When the room is attractive, cheerful, orderly, and filled with interesting objects, the message is: "this is a comfortable place where you can explore, feel safe, and learn." When pictures or names and symbols are displayed of children on their cubbies, or on the wall at their eye level, and places for their personal belongings, the message is: "you belong here, this is your space, too.- (p. 20)

Teachers who are aware of the influence and the power of environment are able to arrange indoor and outdoor spaces to convey the messages, that which they would want children to receive. Specific messages and how the environment conveys them are outlined as follows:

Suggestions for making a Happy & Cheerful Environment Includes:

1. wall decorations that involves, neutral colors such gray or off white or beige are used on the walls, and bright colors are selected and and used to highlight interest areas;
2. childen's art should be displayed attractively at children's eye level;
3. decorations such as plants can be placed in the science area;
4. furniture is well maintained and clean, furniture is child size;

5. pictures on the wall and other learning materials can be displayed to share ethnic backgrounds similar to the children in the preschool classroom;

6. cubbies should be attractive with the child's name and symbol or his/her picture inside to help him/her to understand it's their cubby and they belong there. therefore,The child soon learns to keep his/her personal things in their cubby;

7. shelves should always be neat and uncluttered so children can see what materials and toys are available;

8. furniture and materials should be arranged and consistently and labeled so children know where to find the things they need;

9. a picture chart is important and it will help to illustrate the schedule so children can "read it,"

10. materials, equipment and furniture should be adaptable to so children with disabilities can be also be involved in all areas of the classroom;

11. childen explore and try new ideas when they can define areas such as: small group activities, that includes having a table with three to four chairs enclosed by shelves containing table toys;

12. when children are given smocks for art and water play, it enables them to express themselves without feat of getting wet or soil.

As the teacher prepares a cheerful and working environment it promotes growth and development, and children are made to feel welcome to explore and experiment with the available learning materials and activities.

According to Hohmann (1979),

> worktime is the heart of the preschool day and the longest single time period in the daily routine; it is busy and active for both the children and the adults. Children carry out their planning time. They use the whole room to explore materials, learn new skills, try out ideas and put together what they know in ways that make sense to them. Adults move among children, observing and helping them carry out or extend their activities. (p. 72)

Indoor activities are outlined as follows with possible learnings:

Planning Time/Group-Time

Adults and children meet together talk about what each child wants to do at work-time and how they want to do it.

Work-Time

Children go into areas of their interest and of their choices. For example,

Block Area

The block play provides opportunities for children to develop cognitive, socio-emotional and physical skills. While children experiment with block, "they begin to learn their properties and gain an understanding of what they can and cannot do with blocks. Once children feel comfortable with blocks, building begins." Dodge (p. 72)

As children continue to experiment and build with blocks, they develop cognitive skills that involves:

1. identifying shapes, sizes and geometrical relationships,
2. developing problem-solving skills,
3. learning basic math reading readiness skills,
4. learning to perserve at task and
5. learning to predict cause-and effect relationships.

As children continue to work and build with blocks, they develop socio-emotional skills that involves:

1. learning to act independently and making choices,
2. learning to "cooperate as members of a group,"
3. learning to respect materials,
4. learning to "express feelings in socially acceptable ways." Dodge (p. 7)

As children play in the block area, they develop physical skills that involves:

1. learning and developing large and small muscle, by grasping, lifting, and placing through building and balancing blocks,
2. "developing visual perception"
3. learning and "developing eye-hand coordination by placing blocks in desired matters," and

4. learning to "control the placement of objects--under,--over, above, below, on top of, and next to--when constructing blocks.- Dodge (p. 9-10)

Blocks come in a wide range of shapes, sizes and materials. Dodge (1988) believes,

> depending on the age and experience levels of the children in the classroom, not all of the 100 blocks need to be made available to the children at once. (p. 9-10)

Therefore, as children become more comfortable and adept at building and putting blocks away, then teachers can add additional blocks.

In the Developmentally Appropriate Curriculum for 3-Year-Olds, block play truly becomes and arena in which children can make strides in their cognitive, socio-emotional, and physical growth, while they enjoy exploring the exciting world of blocks. The following indoor activities will focus on the development and play learnings in house corner.

The House Corner

The house corner refers to an area of the preschool classroom that is dedicated to "playing house." In the house corner there may be props and child-size versions of household appliances, utensils, and furniture for children to use in their play. Dodge (1988) believes, in the house

corner, children are "free to enact the everyday lives of parents, siblings, grandparents, and neighbors and themselves." (p. 1)

In the house corner, children are also able to participate in all types of "dramatic play--creating environments as exciting as a space station or even as a typical shoe store.- But the familiar home environment is the most common theme for dramatic play. Children love playing "make believe" and dramatic play is very important for them. It offers children a forum in which they can safely act out fears and relive life experiences. Dodge believes,

> through play, children can take on roles they fear and learn to control them. Dramatic play also offers children opportunities to learn and develop many new skills. They learn about themselves, their families, and society around them. They become more physically adept at performing small motor skills. (p. 5)

According to Dodge (1988), "children come to preschool with varying experiences with exposure to attitudes" that will contribute to their dramatic play. However, it remains the task of the preschool teacher is to help each child progress through stages of dramatic play at the child's own pace. (p. 5)

Teachers, working together with children in dramatic play is an ideal setting for learning and developing cogni-

tive, socio-emotional and physical skills. Some of the possible learnings are as follows.

As children progress through stages of dramatic play, they develop cognitive skills that includes:

1. to learn and develop language skills,
2. to learn and develop planning skills,
3. to learn and develop problem-solving skills,
4. to learn and develop classification skills,
5. to learn and refine creative powers.

As children are involved in dramatic play they develop socio-emotional skills that involves:

1. to learn an develop self understanding,
2. to learn and develop positive self image,
3. to learn how to cooperate with peers,
4. to learn and develop social skills,
5. to learn and interact with others through dramatic play.

As children become more physically adept at performing through dramatic play, they develop physical skills which involves:

1. improving eye-hand-coordination,
2. improving small muscle control, and abilities by dressing-up in clothes, and practicing: snapping buckling, zipping, and buttoning.
3. improving and refining visual discrimination skills by matching and grouping alike objects, such as dishes, or utensils. Dodge (p. 5)

These learning experiences can assist teachers as a guide for planning; and as a starting point for designing a developmentally appropriate curriculum for children at play in the house corner.

Dodge (1988), indicates that teachers can also include parents in the preschool house corner activities by requesting donations that includes, props, and old clothes for using in the house corner. Once parents recognize that dramatic play is an important part of their child's educational experience, they will become more involved and supportive. Teachers can also work with parents to support dramatic play in the children's home. As parents "encourage imaginative play at home, children progress to high levels of socio-dramatic play and their learning is increased.- When teachers and parents "join the learning forces the child is enriched."
Dodge (p. 32-34)

The next section focus on table toys, as a part of indoor activities in the preschool setting.

What are table toys? Dodge (1988) states,

> Table toys are as their name implies, that which include games, manipulative puzzles, and collectibles that children commonly play with at a table. (p. 1)

These toys can be easily played on both the table and floor by child or in small groups. But most important its how these toys are used, and they are usually utilized and played with on child-size tables. "Table toys are generally grouped into three functional categories:"

1. self-correcting, structured toys,
2. open-ended toys, and
3. collectibles.

Self-correcting toys are those which fit together for example,

1. puzzles, rubber insets and inset durable cordboard;
2. self-help-buttoning, sipping, tying, or
3. making patterns of blocks.

Open-ended toys function in the opposite way from self-correcting toys. "Open-ended toys have no right or wrong solution." These toys can be put together in a variety of ways," depending on the child's level of creativity. Open-ended toys are described as follows: Dodge (p. 1-2)

1. nesting boxes,
2. felt boards,
3. table blocks, legos,
4. small sets of unit blocks, and colored cubes,
5. sewing cards, with yarn, beads and yarn for stringing,
6. peg-boards, and
7. manipulatives, put together toys. Dodge (p. 1-2)

Dodge (1988) maintains that

> Collectibles are like open-ended toys, in that they can be put together in a variety of ways. (p. 2)

Collectibles may be put together in a variety of ways like open-ended toys, but they still differ from open-ended toys. According to Dodge's findings, collectibles are composed of sets of alike objects. Children can be encouraged to sort, match, and campare attractive collections, which include:

1. buttons
2. keys
3. seashells
4. seeds,
5. rocks,

6. baby food jar tops and

7. plastic bottle caps. Dodge (p. 2)

Table toys provide children "a context in which learning is both satisfying and ongoing," while they continue practicing eye-hand coordination, and learning how to match objects. "Children approach all learning developmentally." Therefore, learning increases on individual bases and abilities, depending on the child's previous experience with table toys. Dodge (p. 3)

Dodge (1988) believes that

> children move through two distinct stages of play with table toys: 1) exploration and 2) experimentation. During the first stage of exploration, children use all their senses to become familiar with a toy. The look at it and feel it. The experimentation stage involves actual use of the object. (p. 3)

Young children learn as they explore and experiment with the physical properties, such as its size, weight, shape, and colors.

Table toys are an important part of play learning in the preschool classroom. Most children enjoy playing quietly with them during free play and as a part of directed learning activities.

Table toys offer children a rich means for working on cognitive, socio-emotional, and physical developments, and

offer possible learning in the following outline.

As children play with table toys, they are able to develop cognitive skills and possible learnings as follows:

1. to learn concepts of color, size and shape,
2. to learn number concepts,
3. to learn and develop matching and pairing skills,
4. to learn and develop creativity,
5. to learn how to classify and sequence objects in logical ways. Dodge (p. 4)

When children play with table toys, it helps them to develop socio-emotionally, that which involves:

1. learning to work cooperatively with others,
2. learning and developing self-discipline,
3. learning and developing self-esteem,
4. learning and gaining experience in working with small groups,
5. learning how to share table toys, and
6. learning how to wait for a turn with a desired toy.

As children continue to learn as they play with table toys, they can develop physical skills that involves:

1. demonstrating fine motor skills,
2. demonstrating visual discrimination

skills by sorting objects according to attributes of sizes, color and shape,

3. demonstrting eye-hand coordination,

4. establishing reading readiness skills,

5. learning to refine sense of touch by learning to distinguish toys made of different materials. Dodge (p. 5-6)

As children continue to play with table toys, they learn how to become more creative, therefore, they creatively test the toys to see how they work. While children play with toys, their goal is to learn how does the toy work? What can be done with it? Can it be put together? or Can pieces be matched? It is important how the teaching staff observes children as they work through stages of play learning with table toys. Through observation, teachers can better understand when to expose children to increasingly more complex table toys that will enhance their progress for growth and development.

Dodge (1988) believes that

> teachers can work hand in hand with parents to ensure that the learning that takes place in the table toy area at school is reinforced and enhanced at home. (p. 36)

When teachers and parents work together, this provides children with unique opportunities for cognitive,

socio-emotional and physical growth through the use of table toys.

Art is another indoor activity that provides children with unique learning experiences. The next section will focus on the different kinds of art and the learning experiences involved.

Art

What is art? Preschool children usually enjoy art, and art is an outlet that allows children to convey what they are not alway able to say in words. Art materials also encourages children with learning how to make choices, try out ideas, plan, and experiment. While children enjoy the process of applying paint to paper, gluing things together, and pounding a lump of clay, they learn through trail and error, how the materials can be used.

Why is art important? Dodge (1988) believes that

1. art promotes creativity,
2. working with art materials, children develop physical skills such as eye-hand coordination,
3. art work instills pride in accomplishments. (p. 1)

In art, there are developmental stages that children move through as they learn and become more familiar with

the materials. As with all areas of development, children's skills in the use of art materials increase in predictable stages at their own rates, reflecting their own timetable for development. The developmental stages in art include: as children draw, Dodge (1988) believes

> they go through four specific stages as they learn to hold and manipulate a crayon, pencil, or marker, they create designs as they move from
>
> 1. disordered scribbling,
>
> to
>
> 2. controlled scribbling, and
>
> 3. naming a picture that was not planned,
>
> to
>
> 4. representational drawing. (p. 1)

Children move through painting and scribblings very much the same stages as they do in drawing. The only difference is that in painting, children learn to master the use of a brush dipped in liquid, instead of learning the skill in using a crayon, pencil or marker.

Dodge maintains that these developmental stages in art "roughly span the ages of 18 months to six years.- However, each child will progress through the four stages at an individual pace that reflects the child's capabilities and previous art experiences. (p. 6)

Children approach other types of art experiences such as clay, collages, and weaving, in a similarly and gradual way. Dodges (1988) believes basically that "all children's art moves from a stage of exploration to one of experimentation." Dodge maintains that,

> initially children familiarize themselves with the medium: What does clay feel like? How does a loom work? What will make the collage item stick? Children need to use all their senses to become comfortable with a particular medium before they can begin to use it meaningfully. Gradually as they become familiar with the new medium children start to experiment with it. (p. 7)

while children continue to experiment with new medium, they learn and experience rolling play dough into worms, they attach pot holder loops to prongs in a loom--not necessarily those which will lead to successful weaving; but this is all a part of children's exploring, experimenting and learning. With increased practice and experiences, these experimentations start to become more purposeful and skilled. Children become even more creative with using a variety of art media as they develop with increasing their skills.

As teachers observe the holidays, and decorate their classrooms appropriate to the seasons, they can also use art-related activities that will provide a framework for extending children's art play. The next section provides some suggestions for holiday art.

Holidays present a challenge to creative preschool teachers. A holiday is often a time when teachers want to decorate the classroom with the children making different designs, and colors for that particular season. Or the teachers may have the children to make gifts to take home to the family members. As teachers expose children to dif- kinds of art activities, they will learn how to be creative with the use of the materials.

According to Dodge (1988), artwork is important, it is "a means for creative self-expression." Even though a group of children may participate in one particular design of art they, there is not two pieces of children's art will look the same. Explaining to parents in the beginning of the school year and during the holidays, how each child's art may differ will help parents with reinforcing the value of art play. Helping parents to understand the value of children's art enables them to be involve with the children's needs to express themselves as individuals. (p. 50)

There are many ways that teachers integrate children's art with holiday festivities for decorating the classroom and to create gifts to take home. Some examples are as follows:

Mother's or Father's Day

Trace the children's bodies on large pieces of brown wrapping paper. Provide

crayons or paint and let the children decrate themselves in any way they like, (some may make faces, others clothes; still others will paint everything one color). On the back of the children's designs, let each child individually dictate a story to the parent.

Photos as Decoration

Prepare foods in class that are associated with a holiday. While having feast ask a parent to take pictures of the classroom and children. The teacher can then mount the pictures on paper frames that have been cut from drawings made by the children for this purpose. The framed pictures can then serve as decorations. Another example of photo decoration: During the spring season, assist children with painting and cutting out large flowers and then paste each child's picture in the center of their flower.

Music Drawings

Have the children draw pictures to the music that is associated with the holiday. The pictures can decorate the classroom and lead to a discussion of what the holiday means to the children.

Halloween and Valentine's Day

Put pieces of orange, or red, or pink paper together, then assist the children with cutting the pieces of paper into a pumpkin or a heart. After having the children to cut the paper into shapes, place them on the easel, allowing the children to paint what ever design or color of their choice.

These paper figures make wonderful gifts and meet all the criteria of creative art.

Daily art activities are an important part of the preschool program. Some activities can be done independently by children during free play and do not require special scheduling by the teacher. These art activities include the following:

_easel painting;

_drawing with crayons or markers or chalk;

_creating collages with a variety of materials using paste or glue;

_cutting or tearing paper or magazines; and

_using clay or play dough.

Through the art activities, children learn and develop cognitive, socio-emotional, and physical skills as follows:

As children are involved in art activities, they are able to develop cognitive skills and possible learnings as follows: Dodge (1988)

1. to enhance creativity,
2. to learn cause and effect,
3. to recognize colors and shapes,
4. to enhance in planning,
5. to carry out task. (8-9)

As children continue to practice in art activities they are able to develop socio-emotional skill and possible learnings in the following: Dodge (1988)

1. to express feelings though art work,
2. to learn how to take pride in accomplishments,
3. to learn how to make choices,
4. to learn to work independently,
5. to learn to work with a variety of art materials. (p. 8-9)

As children work and learn through art activities, they can develop physical skills that involves the following: Dodge (1988)

1. to demonstrate increased small motor skills, and
2. to refine eye-hand coordination.

These possible learnings in art can help teachers plan devel-

opment appropriate experiences for preschoolers that involves parent support that will enhance and strengthen children's growth through art. The joint effort of teacher and parent working together, will encourage the natural excitement, and creativity forces for children in art activities.

The indoor activities continue with sand and water play in the next section.

Sand/Water Play

What is sand and water play? Sand and water is a substance that Dodge (1988) believes

> everybody can relate to the relaxing sensations of walking barefoot on a sand beach or soaking in a warm tub of water. Sand and water are naturally soothing substances. There is something about the sound, and feel of water and the texture of sand that lures one toward relaxation. Children, like adults, are almost instinctively drawn to sand and water. (p. 1)

Why are sand and water important? Child have a natural attraction for sand and water that makes these materials perfect for the preschool classroom. Most children enjoy the refreshing coolness of water and the sensation of sifting sand through their fingers. They have a powerful desire to explore both sand water.

According to Dodge (1988),

> children's explorations with sand and water naturally lead to learning. Sand and water play allows children to encounter principles of math and science first hand. Children discover when they mix sand and water together, they have changed the properties of both: the dry sand becomes firm and the water is absorbed. The textures of both materials change; unlike dry dry sand or liquid water, wet sand can be molded. (p. 1)

Sand and water play offers children an opportunity to develop skills in several areas. For example, Dodge (1988) believes

> by sifting sand and scooping water, they improve their physical dexterity. By joining others in blowing bubbles or fashioning a sand castle, they develop social skills. (p. 1)

At the same time, children enhance their cognitive skills as they explore why certain objects sink in water and others float. Children also learn to consider how much water should be added to sand to make it pliable. Sand and water play challenges children's minds and soothes them at the same time.

Sand and water play are two separate but related activities. Each one on it's own provides children with a "host of learning opportunities that can be used to foster their cognitive, socio-emotional, and physical growth," as follows: Dodge (1988)

Children involved with sand and water and play, they they are able to develop cognitive skills that includes:

1. to learn and develop creativity,
2. to learn and understand cause and effect,
3. to learn and develop skills of scientific inquiry.

As children continue to learn and play in sand and water, they are able to develop socio-emotional skill that includes:

1. to learn to play cooperatively with others,
2. to learn and develop social skills,
3. to learn and develop task perseverance.

While children are enjoying the sand and water through play, they are able to develop physical skills that includes:

1. to strengthen fine motor control,
2. to enhance eye-hand coordination,
3. to refine visual discrimination.

(p. 4-5)

Through observations teachers become aware of the children's progress with developing skills in cognitive, socio-emotional, and physical growth. Therefore, teachers will be able to distinguish the skills that needs to be further developed. For example, Dodge (1988) indicates

> if a child needs practice in developing fine motor skills, teachers can

> separate this goal and select learning objectives to aid in its achievement. Similarly, if a child is having difficulty with eye-hand coordination, teachers can focus on this one goal during sand and water play. The requirement is that the selections should reflect the children's learning needs. (p. 4-5)

In each goal area, teachers can choose from a wide selection of learning objectives that will help children achieve the chosen goal.

To further enhance children's growth and development, teachers and parents can share a team effort with some of the activities outlined in this section for sand and water play. Teachers and parents working as a team, provide opportunity that "children's natural curiosity about sand and water can be harnessed to extend learning and development.- Dodge (p. 27)

The library corner also offers indoor learning activities that will be discussed in the next section.

Library Corner

What is the library corner? Dodge (1988) believes that

> the library corner can be an Oasis in a preschool classroom--a place to get away from active learning, relax in a soft environment, and lose oneself in the wonderful world of books. (p. 1)

Why is a library corner important? According to Dodge children being exposed to stories and books, more than any other factor, encourages a desire to learn how to read. (p. 1)

Even though books are the foundation of the library corner, they are not its sole component. The library corner also includes a writing center (complete with writing implements, such as, a typewriter, a personal computer) and a listening center with tapes, flannel boards, and puppetry.

All of the media in the library corner, along with "storytelling by teachers and children can be used to promote literacy skills "through (reading, writing, and communication.)" At the same time, the library corner can be used to facilitate children's progress in other areas of growth and development. For example, the library corner is an important source of possible learnings and development when books are read to children on the following subjects: Dodge (p. 1)

1. Children can gain information and learn to adjust to new experiences by reading stories on topics such as: Dodge (1988)

   (1) moving,

   (2) the birth of a sibling,

   (3) going to a new school,

(4) a trip,

(5) going to the doctor or dentist.

2. Children learn to deal with difficult events such as:

(1) separation,

(2) being hospitalized,

(3) the death of a pet,

(4) divorce and

(5) sibling rivalry.

3. Children acquire specific knowledge about subjects such as:

(1) science,

(2) math,

(3) history,

(4) health and safety, and

(5) famous people.

4. Children become familiar with different genres of literature, including:

(1) stories,

(2) poems,

(3) rhymes, and

(4) folktales.

5. Children learn about social responsibilities, such as:

(1) how to be a good friend,

(2) how to share and take turns, and

(3) how to behave in specific social situations.

6. Children learn new ides such as:

(1) what other places are alike, and

(2) what other people are alike.

(p. 1-2)

Reading to children daily helps them to expand their imaginations and creativity. Being exposed to books and library involvement enables children to understand how to get in touch with their feelings whether it's happy, fear, or and other problems.

While children continue to learn how to use the library corner, it is important that they learn to become familiar with the materials, so that they can move to a more advanced of experimentation. Children during their experimentation may need to find answers to these questions in the library corner, for example:

1. What is the best way to hold and use a book?
2. How can I use books without tearing them?
3. How does the recorder work?

Children gain confidence in themselves as they learn to use library materials, particularly as they learn to manipulate

materials repeatedly. The library environment encourages children to try new things and to seek out answers. Teachers "may solicit children's participation in acting out a story or putting on a puppet show;" this kind of communication enables children to begin memorizing stories with applying messages to real-life situations. Dodge (p. 3)

Most children tend to be drawn to books, depending on how much previous exposure they have had with books. In the library environment, children "love to use pencils, crayons, markers, and other writing implements to imitate adults writing." Early writing "attempts is a part of the first developmental stage through which children pass." During the age of 3 and 4 years-of-age, children's first stage of writing look more like scribbling and it takes on definite form as they repeat scribbling. According to Dodge (1988)

> by the end of the preschool years, children's writing generally shows increased organization. (p. 5)

Children's interactions with library materials become more sophisticated and more challenging as their continuous practices leads to increased levels of cognitive, socio-emotional and physical development. The possible learnings and <u>cognitive</u> developments includes:

1. to develop love for books;
2. to develop creativity and imagination;
3. to learn cause and effect;
4. to learn how to tell stories in correct sequence;
5. to refine communication skills;
6. to build vocabulary;
7. to provide a foundation for reading and writing.

As children continue to learn and practice with library materials, they are able to develop social-emotional skills that involves: Dodge (1988)

1. to learn to deal with fears and difficult as well as pleasurable life experiences;
2. to master social skills;
3. to develop empathy;
4. to explore social roles and family relationships;
5. to enhance self-esteem. (p. 8)

As children continue to be involved in the library corner, they are able to develop physical skills that involves: Dodge (1988)

1. to refine small motor skills;
2. to improve visual tracking;
3. to refine eye-hand coordination;

4. to improve powers of attention;
5. to refine listing skills. (p. 9)

Teachers can use the library corner to accomplish a wide range of learning experiences. Not all of the outlined possible learnings would be appropriate for any one child. Therefore, "teachers must individualize by selecting those possible learnings which best match the developmental level" and individual abilities of each child. Dodge (p. 9-11)

Teachers may solicit parents to read and use the library materials informally with their child. With parent involvement, it would further promote great experiences and rewards, such as, relaxation and excitement for both the child and parent. As teachers and parents use library materials with the children, they learn that books, storytelling, and writing are indeed important parts of growing-up.

The next section will involve learning developmental experiences in the outdoor and physical environment.

Outdoor Activities

What is the outdoor environment? The outdoor environment provides children with a healthy release from the quieter activities of the classroom. Being outside allows children

to stretch their muscles, breathe in fresh air, and enjoy the freedom of space. Dodge (1988), maintains,

> a unique feature of the outdoor environment is that is not defined by walls. It can be any outside area where children can grow, learn and have fun. (p. 1)

The outdoor environment for children's play need not be limited to just one play area, but can include neighborhoods, lakes, and farms.

The outdoor is an environment in which children use all their senses to learn. For example, 1) they can <u>see</u> leaves change color, 2) <u>taste</u> rain water falling, 3) <u>touch</u> the flowers, 4) <u>hear</u> sounds like crickets chirp, and 5) <u>smell</u> the air after a shower.

The outdoor environment provides children with a healthy release from the extension of the indoor classroom. The types of learning (cognitive, socio-emotional, and physical) that takes place indoors continues to take place outdoors. For example, many of the learning activities that take place outdoors are such as: climbing, riding, jumping, skipping, running, woodworking, gardening, sand and water, dramatic play, and other quiet activities such as art play and reading. As children approach each of these learning activities, "skills are mastered one step at a time. A child's developmental level depends on a number of factors,

including the child's age, previous experiences, and his or her environment at home for outdoor play. Dodge (p. 1)

The teacher's role in the outdoor environment is the same as that played in the indoor environment, that is to facilitate children's learning. However, the learning opportunities will vary in different settings, but the teachers' task remains the same to observe and reinforce the learning skills for enriching children's play activities.

In The Developmentally Appropriate Curriculum for 3-Year-Olds, it is suggested that teacher's primary role is to become familiar with what children are doing in the environment so that an appropriate program can be designed to meet the children's needs. Dodge (1988), believes

> the best tool teachers can use to learn about children's behavior in the outdoor environment is directed observations. When a teacher periodically observes a child for "10-15 minutes," the teacher can collect data on what that child is doing, the materials the child uses, the people the child likes to play with, and the developmental capabilities of that child in each of the outdoor interest areas. (p. 19)

Observing children outdoors demands concentration. Therefore, teachers must train themselves to watch children's action without attempting to analyze them on the spot. Observations can later be shared with colleagues and parents to gain

further insight of the children's behaviors as they continue to explore and learn their environment. It maybe helpful if the teacher has a notecartd to write the cues of the observations to see what skills children have and what activities they enjoy doing. This noted information can be used to plan and incorporate activities for individual needs of direction and/or encouragement. For example, a child who enjoys dramatic play in the house corner, can be encouraged to create a tent, a playhouse, or a puppet theatre in the outdoor environment.

Questions maybe used by teachers for observing individual children in specific outdoor interest areas are as follows: Dodge (1988)

1. What play areas does the child use?
2. What specific equipment does the child use?
3. Are there play areas the child avoids?
4. Is there specific equipment the child avoids?
5. Does the child interact with others? and Who initiates play?
6. Does the child seem to be involved?
7. What is the child specifically interested in (e.g., trees, sand, seasons, wind)?
8. Does the child act differently (e.g., in terms of language, social skills, physical skills) outdoors than indoors?
9. How long does the child play in each area?

10. Does the child ask for help? Who does the child ask (adults or his/her peers)? (p. 19-21)

By taking a thoughtful look at the outdoor environment, teachers can set the stage for learning activities; the outdoor areas can be turned into an exciting place for children's development.

However, before setting up an outdoor environment for children's play activities, the teaching staff must first deal with certain legal considerations and safety concerns.

According to Dodge (1988)

> many states have licensing laws and regulations that define the minimum requirements for the number of square feet of area needed, access to the play area, fencing requirements and basic safety requlations. All teachers and administrators should know the law in their state and be sue their outdoor play areas meet these requirements. (p. 7)

In order to reassure safe environment above and beyond legal concerns, the teaching team should make special effort to ensure that children are safe when they are outdoors. The many different types of outdoor activities and the variety of play equipment requires special observation for keeping children safe. The Developmentally Appropriate Curriculum for 3-Year-Olds, suggest that teachers look at these basic areas concerning:

__The physical layout of the outdoor area;

__The type of quality of equipment in use, and

__The type and quality of supervision offered.

The National Association for the Education of Young Children, (NAEYC), it explains that "adults are responsible for children under supervision at all times," but, in the meantime, plan for increasing independence as children acquire skills. (p. 12)

As another safety precaution with children, is to have early childhood settings protected from unauthorized visitors. Parents and others should be welcome visitors in the program, but provision should be made for limited access to the environment. The outdoor environments are perfect for children to learn and develop, therefore, they need to feel safe and securred.

The following section suggest possible learnings and development through outdoor play.

Outdoor Play

While children learn and play in the outdoor environments, they develop large muscle skills through activities such as: running, climbing, and hopping. The playground equipments also help to promote upper and lower body strength, balance, and coordination.

The outdoor environment is much more than an area in which children can improve their muscle development. The outdoor environment can also support children with growth in cognitive, socio-emotional, and physical development. The possible learnings are listed.

As children interact and play in the outdoor environment, they are able to develop cognitive skills that includes: Dodge (1988)

1. enhancing creativity;
2. understanding cause and effect;
3. learning how to solve problems;
4. learning beginning math concepts; and
5. increasing vocabulary.

As children continue to learn and play in the outdoor environment, they able to develop socio-emotional skills that involves:

1. expressing feelings in constructive ways;
2. playing cooperatively with others;
3. learning to share and take turns;
4. gaining confidence; and
5. learning to appreciate beauty.

As children physical move and play, they learn and develop physical skills that involves:

1. developing large muscle skills;
2. developing small muscle skills;
3. refining eye-hand coordination;
4. increasing balancing skills; and
5. refining sensory abilities.
(p. 3-4)

These possible learnings offer a basic framework that teachers may use for planning an effective program for outdoor play.

Encouraging children to challenge themselves and learn new skills is another important role for the teacher. Children often seek reinforcement from their teacher and/or parents, because they need it. Children who seek praise in this way have a need for reinforcement. Children who are praised, receive messages such as:

> "I am o.k., and I can do something well enough for the teacher to notice me."

This section has focused on the outdoor environment in such a way, that children may learn new skills that will promote growth and development.

The next section focuses on how to reinforce daily routine with consistency.

Routine

According to Hohmann, (1979), a consistent routine is a framework and it

> frees children and adults alike from worrying about or having to decide what comes next, and enables them to use their creative energies on the tasks at hand. (p. 58)

Once the routine is established so that the children feel comfortable, routine can become more flexible. A good work-time may occasionally get extended, for example, the routine may be changed to accommodate a field trip or a visit by a local fireman.

The daily routine is designed to accomplish three major goals, for example: Hohmann (1979)

1. it provides a sequence of plan-do-review, which gives children a process to help them explore, design, and carry out projects, and make decisions in their learning.

2. it provides for many types of interaction--small and large group, adult to child, child to child, and adult teamwork--and times when activities are child-initiated and adult-initiated.

3. it provides time to work in a variety of environment--inside, outside, on field trips, various work areas. (p. 58)

It is helpful for children to be aware of the daily routine, because they have a need to know. Children also

need to know the names of its parts, so they don't go through the day wondering, why or what is going to happen next. learning the names and parts of the daily routine helps children to feel more comfortable with knowing what is expected of them, and when they can play.

Findings of Hohmann (1979), reveal ways to help children "learn the daily routine from the very first day of school for example:

__Follow all the parts of the routine each day in the same order.

__Make a point of using the name of each time period conversationally with the children throughout the day. For example,

"we are putting on our coats now because it is outside time."

__Establish and use a signal to mark the end of time periods. For example,

a child could go around the room playing a tambourine and say, "clean-up time, clean-up time."

__Alert children a few minutes before each time period is over so they will be able to anticipate what is next and not get caught in the middle of a project.

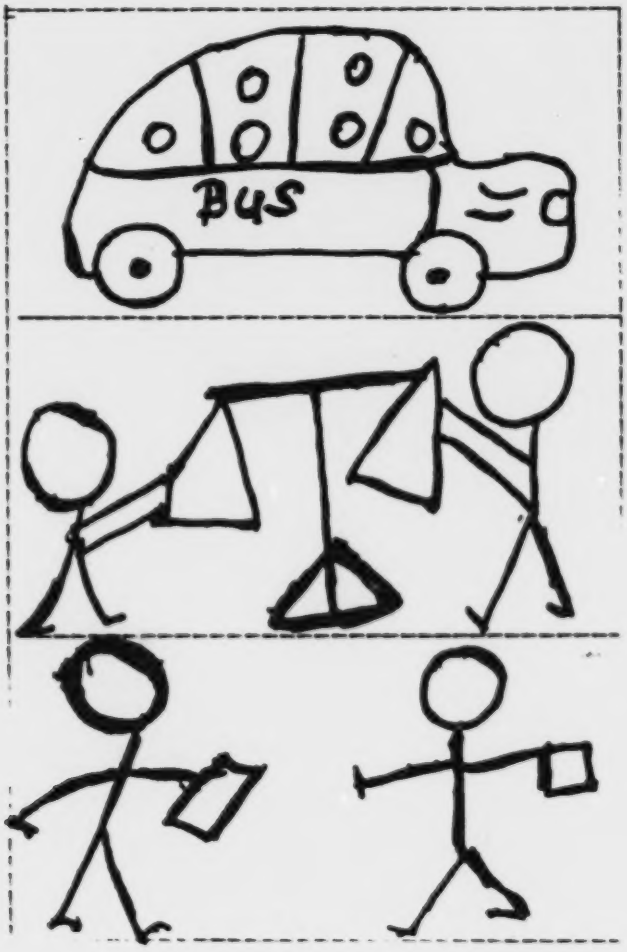
__At the end of each time period, talk with children about what is coming next.

__Take photographs of activities during each time period of the day. At small group-time, have children to talk about what is happening in the photographs and help them connect the name of the time period of each activity.

__Later on, some children may be able to sequence the photos in the order of the daily routine.

__After the children have talked about photos describing the daily routine, some of them may be interested in helping to construct a schedule chart of the daily routine to be hung where all children can see and refer to it. (p. 61)

A schedule chart of daily routines might look something like the example sketch below:



We Get On The Bus.

We Hang Up Our Coats.

We Make Our Plan.

According to Hohmann (1979), each "segment of a daily routine should provide a different kind of experience for children." When the daily routine is consistent, children learn and can predict the sequence of events and have some control over their day. In addition, predictability provides children with a rudimentary sense of time, as they begin to learn what comes first in the day, second, and last. A consistent schedule also helps build trust in the environment. (p. 59)

As with all aspects of The Developmentally Appropriate Curriculum for 3-Year-Olds, the daily routine should be developmentally appropriate and flexable for children to carry out their projects and activities successfully.

When the daily routine is well implemented Hohmann (1979), belives "it can provide a many faceted structure through which children and adults can be active and creative." (p. 58)

The next section focuses on classroom and outdoor environments that which helps to promote high quality of social-cognitive levels of play.

Classroom and Outdoor Environment

A cognitively oriented classroom needs enough space that will accommodate active children with ongoing activities. According to Hohmann (1979), children also need space for a

> wide variety of materials and equipment. The classroom needs storage space that is visible and accessible to children. Children need space in which to learn through their own actions, space in which they can move, build, sort, create, spread out, construct, experiment, pretend, work with friends, store belongings, display their work, work by themselves, and in small and large groups. The arrangement of this space is important because it affects everything the children do. It affects the degree to which they can be active and to which they talk about their work. It affects the choices they can make and the ease with which they can carry out their plans. (p. 35)

The arrangement and space also affects children relationship with other people and the ways in which they use materials.

There are many kinds of structures that can be converted to cognitively oriented preschool classrooms. Hohmann (1979), maintains that

> some of the structures may originate from such as: houses, church basements, gymnasiums, classrooms, house basements, barns, gas stations, one-room school houses, trailers, mobile classrooms, annexes, picnic pavilions, just as long as there is enough space for each child. Space is essential for active learning. (p. 35)

Space and room arrangement also reflects the educational beliefs of the adults/teachers responsible for the classroom.

Imagine, for example, what a preschool classroom would look like if the responsible adults/teachers

> believed that young children learned best by listening to teachers, watching demonstrations, looking at pictures, following directions and engaging in quiet activities like looking at books, coloring, stringing beads and reproducing numbers and letters. Hohmann (p. 35)

Hohmann (1979), believes that this kind of classroom would not need to be large, that it would probably be filled with tables and chairs. The teacher would possibly sit at the front of the classroom directing and correcting the children's work. (p. 35)

The arrangement of a cognitively oriented preschool classroom reflects the belief that children learn best in a stimulating, but organized environment in which they can make choices and act on them. A classroom for preschoolers should be divided into well defined work areas, and the materials in each area are logically organized and clearly labeled, which enables the children to act independently and with as much control over the classroom environment as possible.

According to Bredekamp (NAEYC), children of all ages need space that allows them uninterruped periods of time to become involved, investigate, select, and presist at activities. The teacher's role in child-chosen activity is

to prepare the environment with stimulating, challenging activity choices and then to facilitate children's engagement. (p. 7)

James Johnson (1987), believes

> adequate space is also required for high-quality play. At a minimum, preschools and kindergartens should have a block area for constructive play and a housekeeping area for sociodramatic play. The addition of a theme area that can be changed to represent different places such as a restaurant, store, and doctor's office can greatly enrich children's sociodramatic play. (p. 27)

A special place for making believe in the home helps to promote pretend play. Johnson (1987), states that Segal and Adock (1981) discovered that

> large cardboard boxes were popular places for make-believe play at home. They also found preschool-aged children preferred having their play spaces in high-activity areas such as the kitchen or family room. Older children did not mind conducting their make-believe play in more remote areas of the house. Arrangement of space affects play behavior. (p. 27)

A major thread running through this chapter is that children's play behavior is affected by the environment "or context in which it occurs.- According to Johnson (1987),

> The physical environment is the setting or stage upon which social transaction occurs. The physical environment of play consists of inanimate features of settings such as the space which occurs, the materials that

> are present in that space, and how the space and materials are arranged. (p. 187)

The physical environment can have a substantial effect on children's play behavior. "The awareness of these influences can help parents and teachers structure play environments to promote higher social and cognitive forms of play." Johnson (p. 187)

In this section, there will be examination of the differences between indoor and outdoor play enviroment. According to Johnson (1987, research indicates that children tend to engage in different cognitive forms of play in the indoor and outdoor settings. "Predictably, large-motor play--running, climbing, and jumping is more common outdoors than indoors." Outdoor play areas are usually larger than indoor settings and therefore, permits more room for large-motor play to occur.

> Outdoor play spaces also have more equipment such as, climbing frames, slides, and swings that encourage large-motor activity. Constructive play, on the hand, occurs more often in the indoor settings because of the abundant supply of construction materials found in most preschools. (p. 187-188)

Other evidence of Johnson's (1987), study, it suggest that "indoor and outdoor school setting have different effects on play depending on the children's sex. For example, pre-

school boys have been found to engage in more make-believe play outdoors, whereas girls exhibit more pretend play in the indoor housekeeping centers. (p. 188)

Arrangement of Space

The amount of space in a play setting is not the only spatial feature related to play. How space is arranged can also have an effect on children's play patterns.

Johnson's (1987) studies revealed indoor play, that

> small, partitioned areas result in higher quality play than large, open areas. Sheehan and Day (1975) found that dividing a large day center into smaller areas with partitions reduced the incidence of rowdy behavior and increased the amount of cooperative interactions during free play. Field (1980) compared the play of preschoolers in classroom with differing spatial arrangements and teach-child ratios. It was found that the highest social and cognitive levels of play occurred in the classroom with small partitioned areas and that the lowest level of play occurred in large open areas. (p. 191)

Research evidence suggests that partitioning a large, open room into smaller areas can have benefical effects, and encourage dramatic and constructive play. However, teachers should be careful, about where partitions or barries are placed. Openings should be left between complementary areas, such as, the block and housekeeping centers, so that activities can cross over and become integrated with each other.

Teachers should also make sure that "partitions do not block children's view of available play" material and equipment. Rooms should be arranged arranged so that young children can where play things are located. If furniture is arranged in such a way that preschoolers's view of play equipment is blocked by shelves or partitions of any sort, then the chilDen may not realize that certain activities are possible in the classroom. Pollowy (1974) found that increasing the ease with which children could see the materials resulted in a greater use of available equipment by children.

Johnson (p. 191)

For example, room arrangement that might contribute to low quality of children's play, the suggested problems are as follows: Johnson (1987)

1. Too much open space in the middle of the room, which may contributed to the large amount of chasing and rough-and tumble play.

2. Different play areas, such as the block, book, art, and housekeeping--were not well defined. For example, the housekeeping areas was in an open corner of the room. As a result, it did not seem very house like, and the housekeeping equipment got strewn all over the room.

3. Some of the adjacent areas were in direct conflict with each other. For example, the block noisy) and book (quiet) areas were next to each other.

4. There was no clear pathway through the room. To get from the entrance of the room to the other side, children had to go near the block area (often knocking down other children's block

3. Be sure there is a clear pathway through the classroom.

4. Use partitions and furniture to clearly delineate different play areas.

It is important to "remember that if an opening is left between the block and housekeeping areas, children will be encouraged to integrate their play" between the two centers. Johnson (p. 192-193)

An interesting and intringuing demonstration of a truly child-centered room arrangement, according to Johnson (1987), was conducted by Pfluger and Zola (1974), as a result, a specific question was asked: "would you wonder how may young children would arrange their play spaces if given a chance?" According to the study, "all of the furniture and equipment" had been removed from a typical preschool classroom and put into an adjacent hallway. The children were then allowed to bring back into the room anything they wished to play with. They were also given complete freedom in arranging these materials.

Over several weeks, most if the equipment was returned to the room. They often took appropriate materials and sat them down on the floor for an art or construction project. The children took toys and supplies from various curriculum areas and set up complex play settings for themselves, such as s½ace adventure or hospital. Johnson (p. 194)

5. Music Area - phonograph, cassette player, rhythm intruments, piano, etc.

6. Book Area - books, book shelves, and pictures and rug.

7. Table Toy Area - legos, puzzles, games, peg-boards, dominoes.

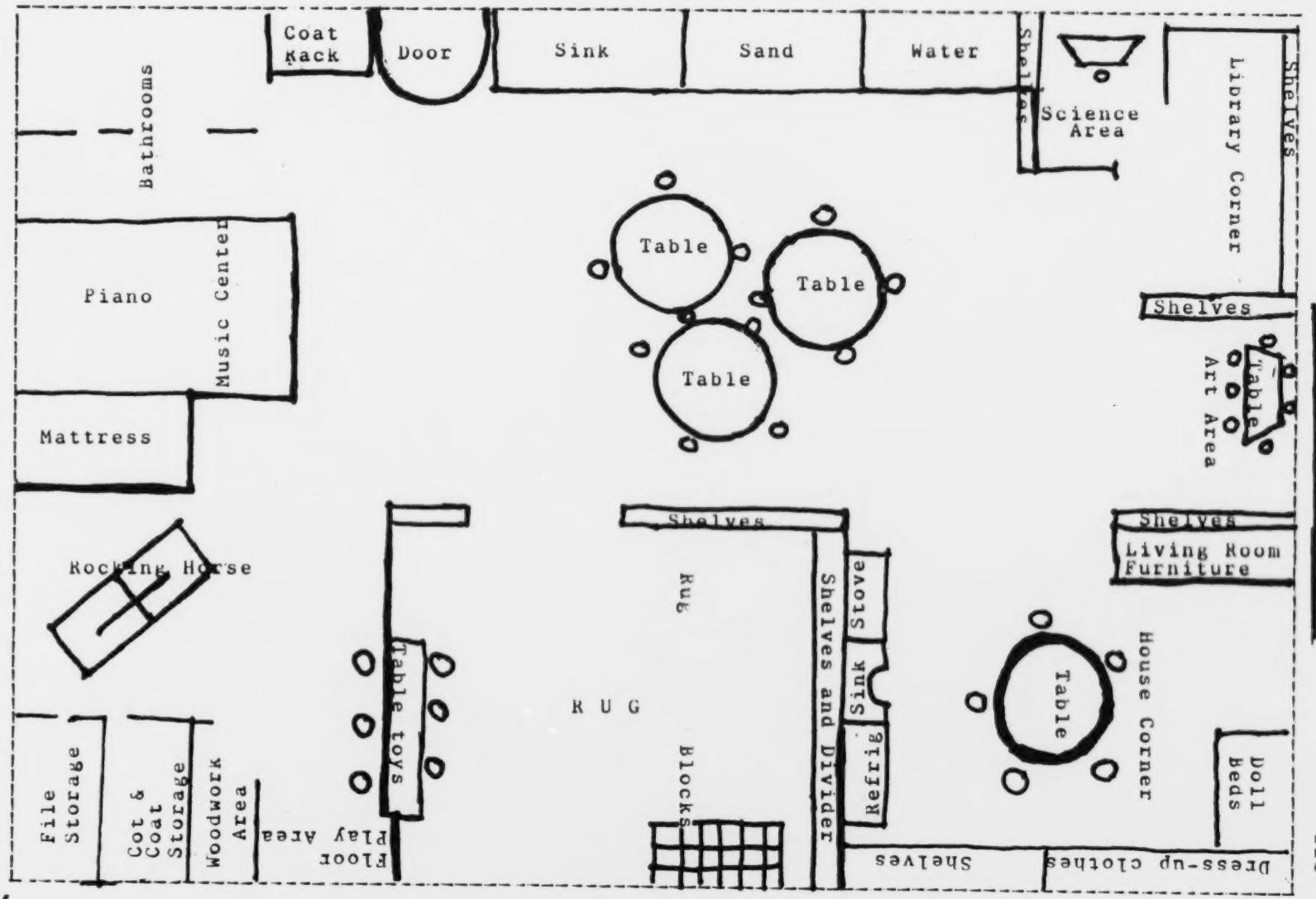
8. Science Areas - animal in cages, aquarium, objects to sort and feel (shells, seeds, stones, magnifying glasses, seeds to grow, ant farm, water table and sand box.

9. Woodworking Area - tools, nails, screws, wood, workbench, and vise. (p. 196-197)

In general, these findings point out the importance of all the various levels of social play. In Johnson's (1987) study, it emphasises the importance of the housekeeping and block areas. It was pointed out that "both of these areas tend to encourage high levels of social play. Housekeeping areas have the additional advantage of stimulating more mature, complex language. The other types of play areas are, of course, also valuable because of the various types of activity--such as

> art, music, reading, construction, large-motor exercise, sensory exploration. They all are very important activities and they are certainly encouraged. Other additional type of play area worthy of adding is the theme corners. Theme corners are settings that suggest specific themes for dramatic play, such as, (a grocery store, an office, bakery, restaurant, ice cream parlor, a phone booth, or a doctor's office. These kind of centers would make excellent additions to any preschool classroom. (p. 197)

The Outdoor Play Area



INDOOR PLAY AREAS—Chart 126

Outdoor Environment and Playgrounds

Children should be able to spend a considerable amount of time outdoors. The exact amount of outdoor play will depend on a number of factors including geographical location, season of the year, time of day, and weather.

According to Johnson (1987, studies before the beginning of this century, most outdoor play occurred in unplanned neighborhoods or rural settings. However, between 1880 and 1920, there was a concerned effort to establish a network of playgrounds, special areas devoted to an array of organized play exercises. (Mergen, 1982) believed that children would be much better off playing in organized settings.

> The resulting playgrounds with their swings, jungle gyms, slides, and other immovable equipment are still most town and cities. (p. 198)

We will examine the difference between traditional playgrounds and contemporary playgrounds, and how these environments can be either boring or encouraging for high quality level of play.

Johnson (1987), maintains that

> traditional play consist of large, open areas covered with packed dirt, grass, or most often asphalt. The equipment is isolated, widely spaced pieces of steel, which typically includes monkey bars, swings, slides, seesaws, and merry-

> go-rounds. The site is usually surrounded by a chain-link fence. This design, which stems back to 19005, is by far the most common type of playground in the United States (Frost & Klein, 1979). The main advantage of traditional steel-and-asphalt design is that it requires very little maintenance, which explains its popularity within most cities. (p. 198-199)

Research reveals such playgrounds as the "(traditional) provids lot of room and equipment for gross-motor exercise." but from the child's perspective, traditional playgrounds have many disadvantages. Johnson (1987) believes that

> the static pieces equipment, which can be used only in limited ways, make these playgrounds boring. As a result, children rarely used them, and when they do, it is only for brief periods. A second disadvantage in that traditional playgrounds encourage only large motor play. (p. 199)

Campbell & Frost (1985) found that more than 77 percent of the play occurring on a traditional playground was of the gross-motor variety, compared with less than 3 percent dramatic play. The social level of play on such playground tends to be very low.

Johnson (1987), his study indicated the hard surfaces and metal equipment found on the traditional playgrounds were major causes for child injuries. Descriptions of three disadvantages of the traditional playgrounds are as follows:

1. low usage
2. low-level play and
3. high injury rates.

Whereas the contemporary playgrounds are designed to provide children "with a more varied, stimulating environment for play.- The playground equipments are usually "made primarily of wood with selected metal fixtures. (p. 199)

Equipments for play are commonly found in the contemporary playgrounds, which includes: Johnson (1988)

> wooden climbing platforms enclosures for dramatic play, ladders, tire nets, suspension bridges, pulley cables, tire swings, balance beams, tunnels, and slides. (p. 199)

The play equipment is not spreaded out and not isolated, as "it is on traditional playgrounds. Rather, it is centrally located and linked." (p. 199)

One of the best ways to increase the complexity of individual pieces of playground equipment is to line them. A lot more can be done with platform, slide, and tire net when they are connected, than when they stand in isolation. Linkage has the additional advantage of promoting a continuous movement from one activity to another.

It also enables children to be together in a central location, promoting high social interaction with very low level of injuries. Johnson (p. 199-203)

According to Johnson (1987), the materials on contemporary playgrounds, are considered flexible and can be manipulated, combined and changed. The more flexible the materials, the more children can do with it. Flexibility is therefore, directly related to complexity and to the ability to hold children's interest. Sand and water are also found in many contemporary playgrounds, which children can use in multitude of ways. Contemporary playgrounds with sand and water, represent the other extreme. They are are infinitely manipulable. (p. 203)

On the contemporary playgrounds, there are ideally three types of surface for play such as: Johnson (1987)

1. hard top surfaces of contrete or sphalt for tricycles, wagons and other wheeled vehicles;

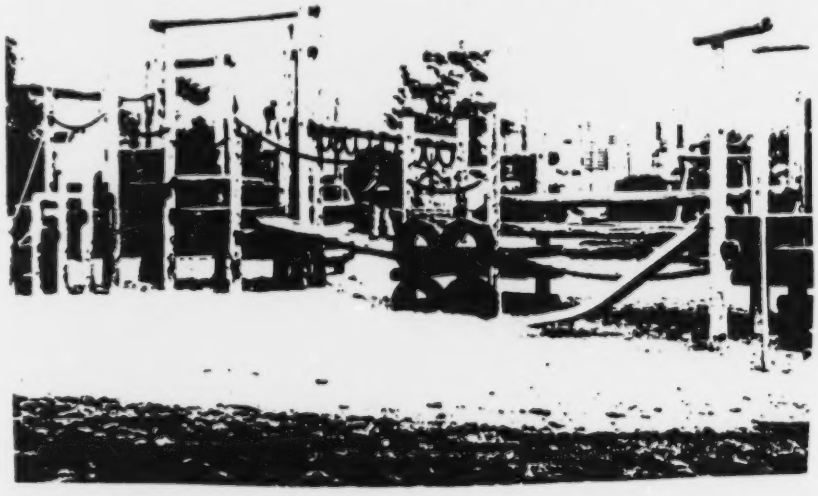
2. soft surfaces of sand or wood chips, placed under and around all of the equipment; and

3. grass for children to sit and play on.

There is considerable safety of this type of playground and it depends on the design and construction. (p. 199-201)

Contemporary playground with linkage equipment and house like structure to encourage dramatic play in outdoor settings.

Enclosed house-like structures encourage group-dramatic play in outdoor settings.
James Johnson (p. 203)



Linkage between equipment increase complexity and courage movement from one activity to another.
James Johnson (p. 206)

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Research reveals that playgrounds should ideally provide opportunities for all types of play. A variety of exercise equipment promotes large-motor play and develops strength, balance and coordination (Beckwith, 1982). Loose parts and natural materials such as sand and small rocks are needed to encourage constructive play. Enclosed house-like structures and elevated forts encourage dramatic play, (Wardle, 1983). Finally, some play equipment should foster social interaction and group play. Three types of equipment are ideal for this purpose as follows:

1. linked platforms, which allows children to congregate and watch others play;
2. equipment such as wide slides and tire swivel swings which can be used by several children at a time; and
3. equipment that requires more than one child to work effectively, such as (sesaws). Johnson (p. 205)

In this chapter, it was examined the differences between indoor and outdoor play. Evidence indicates that both settings have advantages. In Johnson's (1988), research, it indicates that "several features of indoor settings have an impact on play patterns, for example, spatial density affects the social level of children play." The arrangement of space is another important variable.

Other room recommendations for room arrangement include separating conflicting activity centers, clearly delineating different play areas, and maintaining clear pathways through the classroom. Finally, the amount of equipment in a setting whether indoors or outdoors, "can affect relationships with social interaction." Social play can be increased by reducing the overall amount of equipment in a classroom or playground by adding materials that encourage social interaction. However, caution is needed, because if the amount of equipment gets too low, aggression will increase.

Johnson (1987), indicates "by manipulating spatial den--sity,room arrangements and the amount of equipments" on playgrounds, teachers and parents can provide more stimulating indoor and outdoor play settings that will help to promote high social-cognitive levels of play. (p. 208)

The following section involves social behaviors, and environment that influences play through three basic processes.

In the Developmentally Appropriate Curriculum for 3-Year-Olds, these three important processes will be examined and explained how they are used by parents, teachers and peers to influence children's play.

Reinforcement

Johnson (1987) states that, Behaviorists B. F. Skinner demonstrated that

> behavior is often influenced by subsequent events. Example, if a behavior is followed by a pleasurable consequence, the behavior tends to be repeated. Such consequences are known as positive reinforcers. But behaviors that are followed by negative consequences (punishments) are less likely to occur again as social development. (p. 91)

Reinforces are "classified as being either primary or secondary in orgin.- According to Johnson (1987),

> primary reinforcers are related directly to biological needs and are inherently reinforcing, such as, food and water. Secondary reinforcers are initially neutral stimuli that acquire reinforcing qualities through repeated association with primary reinforcers. For example, if a bell is rung everytime a baby was fed, the bell would soon become a secondary reinforcer. The baby would then tend to repeat actions that were followed by the sound of the bell. (p. 91)

Johnson (1987), believes that adults who uses "verbal reproaches, such as "no" and "bad", such quick punitive power

can be associated with painful events such as spankings. Adults play an important role in the environment of children and they exert very important effects on children's behavioral and play learning development.

According to Smart (1978),

> parental influences continue to exert a major influence on the child's developing personality and social skills from birth through the middle years. In many ways, parent's own personalities helps to define the nature of children's influence. Child-rearing methods are expressions of the attitudes and feelings parent have toward children. Although the personality of the middle-years, a child may be relatively stable and free from emotional pressures of earlier years, but many physical, mental, and social changes will affect the personality development. (p. 124)

A child of three is both physically and psychologically ready to become socialized. Whereas an infant's experience with his social environment is circumscribed by lack of mobility and limited communication. But, the three-year old is able to move around and explore his surroundings, and make known his needs and desires. He learns how to express likes and dislikes in food, clothing and activities. According to Comer & Poussaint (1975),

> The three-year -old is no longer completly dependent upon his caretakers for company, but can play alone and even enjoy peer companionship for short periods of time, as a part of his social development. (p. 101)

While the child becomes more independent in his social world, adults can reinforce social behaviors through approval and encouragement.

Social interactions that have acquired secondary reinforcing power are known as social reinforcers. Positive social reinforcers include:

1. attention
2. approval and
3. affection.

These reinforcers are the means through which parents, teachers and peers can exert (often subconsciously) positive influence on children's social behaviors. As children are directed through positive reinforcement, it enables them to develop socially with self-esteem. There is a vast difference in the way one should instruct a child on how to behave, than to scole him as a means for punishment

Johnson (1987) indicates that

> punishment can suppress behavior. It is not a very reliable means for controlling the way of how children should be behave. Punishment also tends to be ineffective when it is not accompanied by new learning. If children are simply punished and not taught an acceptable means of avoiding the punishment, they will tend to revert to the undesirable behavior as soon as the punishment is removed. (p. 91)

Since punishment is not the most effective method for children to learn positive and social behaviors, parents and teachers

Modeling and Imitation

must demonstrate these models of social attitudes and skills. With parents and teachers modeling social attitudes and skills, it will encourage children to respond with more positive attitudes as they learn through social imitation. Parents and teachers can assist children by observing children's behaviors that need instruction as a way of directing children how to behave. The instructions must always involve explaining behaviors which are desirable or undersirable. As parents and teachers explain the acceptable behaviors, it must be applied with love, approval and affection. Therefore, adults modeling the acceptable behaviors will have a great influence in the children's environment.

Modeling and Instruction

Adults can also use instruction to teach children social behaviors but, only if they give them directions on how to behave and explain why particular behaviors are desirable or undesirable. For example, Johnson (1987) explains

> if one child is crying because another child will not let him play with a ball, the parent might instruct the child to roll the ball back and forth to each other. In this manner, the parent directly teaches sharing and cooperative behaviors. (p. 92)

Research reveals that children learn many new behaviors, including play, through social imitation. Johnson (1987) indicates that children of course, do not always imitate every behavior that they observe, but they do imitate in a particular model and form through four component processes as follows:

> __attention - stimulus that causes the child to notice the behavior and the child's ability to perceive the action;
>
> __retention - the child's ability to interpret the behavior in terms of existing cognitive structures;
>
> __motor reproduction - the child's physical ability to reproduce the behavior; and
>
> __motivation - reinforcement that the child receives the imitating the behavior. (p. 91-92)

Johnson (1987), indicates an example, a young girl watching her father cook dinner. If the behavior catches the girl's attention and she has previously been rewarded with praises for copying her father, she may try to imitate what she sees. However, the girls probably will enact only a rough approximation of the actual activity. Her observational skills are limited, causing her to mis many important details. In addition, the child does not possess many of the concepts (such as measuring) needed to interpret some aspects of cooking and

she does not yet possess sufficiently developed motor skills to perform some of the more intricate techniques. What results is a series of actions, such as putting pans on the stove and stirring a spoon in a bowl, which match the child's cognitive and physical capabilities. (p. 92)

Through research, it has been revealed "that children tend to imitate models who are powerful and who have control over things that children desire.- In a preschool setting, for example, children are more likely to imitate adults who distribute toys and snacks, than they are to imitate other adults in the classroom. A second factor is the warmth and affection generated by the model that which will attract children attention to imitate. (p. 92)

According to Seefeldt (1976), an ideal place where children can grow and develop social skills is where love and acceptance if found. (p. 305)

Children tend to respond and imitate adults who are warm and nurturant rather than cold and unresponsive. These findings points out the importance for parents and teachers to establish a warm and caring relationship with children. Johnson (p. 92)

Warm and caring relationships with children also involves discipline, that enables them to learn self-control and the

need for order. According to Crain (1985) Montessori describes the "first sensitive period which takes place primarily during the first three years of the child's life has a strong need for order." Therefore, it is important that parents and teachers are aware of this period of the first three years, when children are able to learn and adjust with discipline for setting limits. Discipline and setting limits enables children to better understand what is acceptable and what is expected of them. Setting limits helps preschoolers to learn and practice more self-control. (p. 50)

According to Smart & Smart (1978),

> through disciplinary practices and role-modeling, parents and teachers impart to the young children the broad social standards of the society, as well as immediate codes of conduct, which protect the child from harm and leads to harmonious social living. Childhood independence develops while parental support and supervision are not far away, the child must respond to unfamiliar rules and situations with parental intervention. (p. 131)

Teachers, parents and other family members help to influence children enormously with using and developing their personal and social behaviors.

Adults play a vital socialization role with young children. Warm and positive relationships with adults help children "to develop a sense of trust in the world and feelings of competence. The interactions are critical for the development of the children's healthy self-esteem. The trusted

adult becomes the secure base" from which the children explore the environment. NAEYC (p. 5)

Through these social interactions with benevolent, and affectionate adults, children learn to develop positive relationships. This development of trust and emotional security comes about because young children "learn to expect and imitate positive experiences." NAEYC (p. 17-18)

The next section defines adults as parents and/or teachers and offers some suggestions that involves further developmentally appropriate activities for preschool children.

Adults as Parents and/or Teachers

Ira J. Gorden (1976), believes that parents and teachers makes a difference in what happens to children, not only with learning facts, but in their total development. With adults providing a developmentally appropriate learning environment, it enables young children to develop totally in "self concept, intellectual and all areas of their lives. (p. 173)

Home environment can play a very important role towards 3-year-olds' performances and activities. There are two main factors, in terms of provision of the learning environment such as: Gorden (1976)

1. opportunities for variety of stimulation and
2. the organization of the environment, the arrangement and order in the child's home. (p. 174)

Children's growth and development is influenced by his/her environment; otherwords, they are a product of their environment.

According to (NAEYC), its the adults' role with preschool children to

> provide opportunities for children to choose from among a variety of activities, materials

> and equipment, and time to explore through active involvement. (p. 7)

In developmentally appropriate programs for young children, adults, (teachers and parents) are responsible for providing:

1. a rich variety of activities and materials to choose from. Such variety increases the likelihood of a child's prolonged or satisfied attention and increases independence opportunity for making decisions.

2. opportunity for children to make choices with participating in small groups or in a solitary activity.

3. assistance and guidance for children who are not yet able to use easily and enjoy child-choice activity periods.

4. opportunities for child-initiated, child-direct practice of skills as a self-chosen activity.

Children need opportunities to repeat acquired skills to fully assimilate their learning. "Repetition that is initiated and directed by the, child and not adult-directed, drill, this is most valuable for assimilation." NAEYC (p. 7)

Gorden (1976) maintains, in child development, one of the "positive variables is persistence." When a child becomes interested in an activity and is permitted and encouraged to continue it, the child learns how to be persistent. When children are participating in learning activities, the parent or teacher need to learn when to step aside and leave the child alone. If the adult does not know when to give help

and how much is needed, than they defeat the learning experience, and instead, build a "dependency relationship" between the child and adult. (p. 178)

According to Crain (1985), Lock believed that "our thoughts and feelings develop through association, and much of child behavior develops through repetition.- For example, when a child does something over and over, such as brushing his teeth, the practice becomes a natural way of doing it. Children learn through both repetition and imitation. "They are prone to do what they see others do. (p. 4)

Crain (1985) maintains that Maria Montessori believed

> that a teacher must be assiduous, though, in compensating for her indirectness. She must conscientiously prepare an environment, placing educational materials about with clear purpose and introduce the child with great care to the practical work of life. What is expected of the teacher, is the ability to distinguish the child who has chosen the right path from the one of error. The teacher must be imperturbable, ready to be there whenever she is called in order to attest to her love and confidence. The teacher should be always there--that is the point. (p. 56)

According to NAEYC, it indicates, in order to facilitate an appropriate child-development program/environment, it is important that "adults provide a balance of rest and active movement for children throughout the program day. Children

at about 2½ - 3 years old become able to maintain brief interest in occasional small group, teacher-conducted activities, and may enjoy quiet stores, music, and finger plays together between periods of intense activity. Children at this age need planned alternations of active and quiet activities. They are usually willing to participate in brief, interesting, small-group activities as one of the periods. Older children beyond 2½ - 3 years old, also continue to need alternating periods of active and quiet activities throughout the day, beyond traditionally provided recess. (p. 8)

The pace of the program day will vary depending on the length of time children are present, but children should never be rushed and schedules should be flexible enough to take advantage of impromptu experiences. The balance between active and quiet activities should be maintained throughout the day.

Adult-Child Interaction

The developmental appropriateness of an early childhood program is most apparent in the interactions between adults and children. According to NAEYC,

> Developmentally appropriate interactions are based on adults' knowledge and expectations of

> age appropriate behavior in children, and the interactions are balanced by adults's awareness of individual differences among children. (p. 9)

It is also important that adults respond immediately and directly to children's needs, desires, and messages and adapt their responses to children's differing styles and abilities. "The response should be warm and soothing as the adult identifies the child's needs.- NAEYC (p. 9)

As the adult responds appropriately to infants, the infant, responds with vocalizations, manipulation of objects, and body movement, as ways of communication. Adults hold and touch infants frequently; they talk and sing in a soothing, friendly voice. Adults smile and maintain eye contact with infants; these adult child interactions enables the infant to to learn and develop with positive experiences. For toddlers and 2-year-olds, adults remain close by, giving attention and physical comfort as need. NAEYC (p. 9)

However, as children get older, adults (parents/teachers) responses are characterized by less physical communication and more verbal responsiveness is given." Although immediate response attention is still important. NAEYC (p. 9)

The 2-3-year-olds are often as a pure hedonist, seeking pleasure and avoiding punishment. But as adults continue to

discipline children it should be applied with caring and sharing. Discipline with caring and sharing enables children to learn how to cooperate with warm acceptable behavior. Adults who share with children, positive responses such as smiles, interest, and concentrated attention on their activities are all important for child-development.

As adults (parents/teachers) move quietly and circulate among individuals in groups, adults, (parent/teachers) should always communicate with children in a friendly and relaxed manner.

According to Crain (1985), Locke's view on child-development; "individuals have special temperaments," but on the whole, adults who care for children and the environment which they are involved helps to form their mind. Therefore, in in order to provide a developmental appropriate environment, children have a need for positive interactions from adults. (p. 4)

Gorden (1976) maintains that

> it does not help the child if you have provided for a stimulating material environment, if this is done without warmth. Research has proven, that within the first few weeks of a child's life can be affected negatively by adults who responds to them with hostility. Research reveals there are parents who could be placed on scales from warm to

> hostile, from involved to noninvolved. Schaefer (1969) pointed out that hostile, noninvolved mothers are not effective parents for enabling children to grow and to develop appropriately. (p. 178)

There is a particular importance with how and what children learn during the early stages of life; from infancy through 7-years of age.

Crain (1985) believes

> during the early stages of life, even from infancy, is the time when the mind is the most pliable. Therefore, adults can mold young children's mind as they wish, and once we do so, its basic nature is set for the rest of an individual's life. (p. 4)

During the preschool years, children acquire communication skills through hearing and using language, and as adults listen and respond to what children say. Children do not learn language, or any other concepts by being quiet and listening to a lecture from an adult (parent/teacher). Listening experiences are when there is something meaningful to listen to such as a story or poetry, which can enrich listen and language learning. Throughout preschool years, individual listening abilities to sit and pay attention will vary considerably, but time periods are short and groups should be small.

During kindergarten and the primary grades, children can listen to directions or stories for longer periods of time,

(gradually expanding as children get older). Individual and small group interactions are still the most effective because children need to have the opportunity for two-way communication with adults and other children.

NAEYC (1987) indicates that it is important for children to engage in two-way communication with others. As adults (parents/teachers) communicate with children using soothing language and descriptions to answers of their concerns, it helps to build the foundation for the children's ability to use language and the ability to feel good about themselves. These one-on-one exchanges are critical throughout the early years. From about the age of 2-years children can engage in increasingly interesting and lengthly conversations with adults and other children. Children's questions, and their responses to questions, particularly open-end questions provide valuable information about the individual's level of thinking. (p. 10)

According to NAEYC (1987),

> adults facilitate a child's successful completion of task by providing support, focused attention, physical proximity and verbal encouragement. Adults recognize that children learn from trial and error and that children's misconceptions reflect their developing thoughts. (p. 10)

Parents also in turn, can help expand the range and nature of the support that is provided in preschool settings by

involving the child with some of the natural kinds of learning experiences at home. For example, one of the most important provision for learning is for the child to be involved and to participate in home learning experiences. The experience can be a car ride, a trip to the supermarket, zoo, library, or museum. These kind of experiences are natural and promote learning and success, and could go on in any family.

David Elkind (1981) states,

> young children, after all, don't know the world very well and the best education parents can provide is to acquaint them with that world through language, shared activities, and trips in the context of love and protection. (p. 67)

According to NAEYC (1987),

> real successes are important incentives for for people of all ages to continue learning and to maintain motivation. Children learn from their own mistakes. Adults can examine the problem with the child, and if appropriate, encourage the child to try again or to find alternatives. (p. 10)

Teachers should plan many open-ended activities that have more than one right answer, and value the unique responses of individual children.

As children participate in learning to express language they become more self-confident and are able to express their feelings. For example, when a child feels self-confident, he also projects self-esteem. Therefore, having children in-

volved with positive experiences in both the home and preschool helps to reinforce growth and development.

It is important that adults (parents/teachers) don't overwhelm children with planned activities, because they need to know and feel the freedom of participation. Planning activities appropriately will avoid undue strees for children. Conscientious teachers will be alert to signs of undue stress in young children's behavior, and will be aware of appropriate stress-reducing activities and techniques.

According to NAEYC,

> formal, inappropriate instructional techniques are a source of stress for young children. When children exhibit stress-related behavior, teachers can examine the program to ensure that expectations are appropriate and not placing excessive demands on young children. (p. 10-11)

When children experience stress from other sources, adults/teachers can find ways to reduce or eliminate the problem, or help children to cope with it. Appropriate adult behavior with assisting a child who is experiencing stress, may include cuddling, and soothing the crying child; offering a toy or whatever is necessary. It is important and appropriate for physical comforting and listening to concerns of a child of any age, who may experience distress. "Children's responses to stress are as individual as their learning styles.- Therefore, teachers must be able to spend time with the

children to observe for any signs of stress, and in order to avoided any undue stress. Elkind (1981) indicates that teachers should have enough time to interact with their students, bookkeeping and shifting papers should be secondary. (p. 54)

Time is an important factor that is needed with establishing good communication and appropriate guidance with young children. "An understanding adult who is sensitive to individual children's needs and reactions is the key to providing appropriate comfort." NAEYC (p. 11)

Adults, weather parents or teachers, they can facilitate the development of self-esteem by expressing respect, acceptance, and comfort for all children, regardless of the child's behavior. According to NAEYC,

> understanding behavior that is not unusual for young children, such as messiness, interest in body parts and genital differences, crying and resistance, aggression, and later infraction of rules an truth, is the basis for appropriate guidance of young children. Developmentally appropriate guidance demonstrates respect for children. It helps them understand and grow, and is directed toward helping children develop self-control and the ability to make better decisions in the future. (p. 11)

Adult behaviors that are never acceptable toward children include: NAEYC (1987)

1. screaming in anger;
2. neglect;
3. inflicting physical or emotional pain;
4. criticism of a child's person or family ridiculing, blaming, teasing, insulting, name-calling, threatening, or using frightening humiliating punishment;
5. adults should not laugh at children's behavior, nor discuss it among themselves in the presence of children. (p. 11)

Adults can facilitate the development of self-control in young children as they treat them with dignity and use discipline techniques such as:

1. Guiding children by setting clear, consistent, fair limits for classroom behaviors, or in the case of older children, helping them to set their own limits;
2. Valuing mistakes as learning opportunities;
3. Redirecting children to more acceptable behavior or activities;
4. Guiding children to resolve conflicts and modeling skills that help children to solve their own problems and
5. Patiently remind children of rules and their rational as needed. (p. 11)

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5. Patiently remind children of rules and their rational as needed. (p. 11)

According to Crain (1985), Lock indicated that setting limits and directing children appropriately are the principles that can be applied to both settings in the home and in the preschool settings. "The main goal of education is self-control, to instill self-discipline." If children are to acquire discipline, "the adults (parent/teacher) must be patient, kind, but firm with them from the beginning." For example, parents/teachers must let children know what to expect and what is expected from them. Giving them some guidelines enables young children to adhere to discipline.

> Many parents coddle their children and give into their every whim. They think such indulgence is right because their children are still small. What parents realize is that early habits are difficult to break, and children who find that they can get whatever they want by crying out never unlearn this bad habit. (p. 5)

Children are forever learning and they usually enjoy learning as they continue to explore their environment. Many times, children may act out, or maybe practice unacceptable behaviors as a way of seeking understanding and direction.

According to Crain (1985, Locke believed that

> children learn for the sake of learning; their minds seek knowledge like their eyes seek light. If adults listen to questions and answer them directly, it childrens' minds will expand beyond what would have imagined possible. (p. 6)

Since children learn more from example than precept, we can teach them much by exposing them to good models. "Children will eagerly model their behavior after that of a virtuous person, especially when we compliment them for doing so." Therefore, instead of using commands, we should have children to practice the desired behavior by encouraging them to do so by complimenting them each time. Crain (p. 6)

According to NAEYC (1987), praising children for their accomplishments offers healthy experiences that enables young children to feel increasingly competent and in control of themselves. For example, adults (parents/teachers) "who are sensitive to the children's world and routine tasks of living such as, eating, toileting, and dressing," recognizes the importance of these opportunities to help children to learn about their world and to learn how to regulate their own behavior. (p. 41)

As adults (parents/teachers) prepare the appropriate learning environment, it "allows for predictability and repetition, as well as events that can be expected and anticipated with young children.- NAEYC (p. 42)

Crain 1985) explains

> when children are asked to learn things that exceed their gasp, they become lazy and unmotivated. Adults who force children to

> learn usually try to motivate them by using treats, bribes, and disapproval. Thus, adults use to get children to learn in order to win the adult's approval. Such procedures only reinforce the child's dependency on the approval of others. (p. 14)

However, it is important that adults slow down and give children a chance to learn in ways that come natural to them and to learn on their own as much as possible. It is also important how adults (parents/teachers) supervise and observe children to know when they need more time and opportunity for learning and acquiring independence.

Adults who are responsible for children must always be near them as they play and learn. The adult being present with children can provide them with both security and motivation for learning new skills and independence. Adults working with children must always closely supervise and attend every child younger than age 3. According to NAEYC,

> adults should be close enough to touch infants when they awake, catch a climbing toddler before he hits the ground, be aware of every move of a 2-year-old, and be close enough to offer another toy when 2-year-olds have difficulty sharing. (p. 12)

However, adults must also be responsible for 3-4 year-olds, but they can run and play without having have the close supervision that is need for infants and 2-year-olds. Adult supervision is always important for both the child's indi-

vidual needs and security. Depending upon specific knowledge of the play environment, adults are able to make judgement for giving more or less supervision.

The Developmentally Appropriate Curriculum for 3-Year-Olds, suggest that all adults (parents/teachers) be aware that 3-year-olds do not usually understand or remember the rules. They often over estimate their newly developed physical powers and will try activities that are unsafe or beyond their ability, (especially in multiage groups where they may model 4 and 5 year-olds). Therefore, adults must always provide safe, hazard-free environment and careful supervision.

Finally, according to NAEYC (1987), adults should always "provide plenty of materials, space and time for children to explore and learn about their indoor and outdoor environment--to exercise their natural curiosity," with learning and experimenting cause and effect relationships. Parents and teachers are individuals who provides children with appropriate learning experiences and environment that will enable children to develop totally in self concept, intellectual and all areas of their lives. (p. 49)

Chapter III

Procedures:

A. Sample

1. Process used to select sample

The sample in the study was done in two day care centers in the metropolitan area. The children who were observed and tested were three-year-olds, ranging from 3.0-3.11. The total number tested was approximately 37 children from both centers. The daily curriculum was used as a guide for selecting and scheduling play learning activities. The Brigance Development Record Book was used as an assessment tool, which involved writing (I.E.P.s), Individual Educational Plans for each child.

The preschool children were tested in the following areas:

1. emotional skills,
2. speech and language skills,
3. general knowledge and comprehension,
4. self-help,
5. math and readiness,

2. Characteristics of Sample

The preschool children who were tested both in groups and individually. There were no physical or severe mental handicaps. The majority of the children who were tested were Black Americans of low income. It appeared that about 50% of the parents were on public assistance; 25% was going to school for their GED or trade, and 25% was working regularly. It was observed that most of the children were from one (1) parent homes. About 2% of the parents participated in preschool activities.

The total number of preschool children tested was 37, three (3) African, and thirty-four (34) Black Americans. As a result of testing the children from both centers, it revealed that: 1) two children had speech problems (one from each center), and 2) more than half of the children demonstrated evidence of functioning on a level that indicated more basic learning was needed in the areas of self-help, math, general knowledge and comprehension.

B. General Procedure

1. Duration of Study:

The testing process lasted for over a year on daily bases with each center.

2. Procedure for Data Collection:

Procedures for collecting data was done through reading, testing, and observing, children as they participated in classroom, and outdoor activities and other learning experiences. Most of the data collection was done through observation and testing. The testing focused on individual items that allowed each child to respond to his/her level of development. The results of testing were recorded individually at the end of each test session. Each recording emphasized on the individual needs in the (I.E.P.s)

3. Tools for Data Collection:

The primary tools were research, and the Brigance Development Record Book, which was used for data collection. The Brigance Development Book was designed for traditional testing with preschoolers. For the data collection, the testing was focused only on three-year-olds. The Brigance also consisted of other printed materials as a guide for involving children with developmentally appropriate activity plans that related to their individual needs. These materials were assembled and binded together in a book form.

4. Methods for Sorting and Classifying Data:

The materials were kept out of sight of the children in order to help them to keep a lively curiosity and interest in was is coming next. Each piece of the materials

were of various shapes and pictures, and as they were administered to the child, he/she would respond to that which he/she observed in the hand of the examiner. The examiner needed only to remove the materials from the kit as needed. On each page of testing from the Brigance, directions were given, and at the end of each test, instructions were provided for scoring according to the year and months of each child in all sections of test.

The examiner prepared each child for the test by adjusting the speed to administering the test to the personality of the child. The examiner also kept her voice at a low degree, spoke distinctively, but avoided any forced or negative communication because children resent being forced or talked down too. Comments were made to each child on his/her performance, For example,

"That was fun, wasn't it?"

or

"Would you like to play a game with me?"

Comments were always positive in order to help motivate children to feel and think positive as they participated in activities for testing. None of the Children's remarks were ignored, because everything they said or did reflected and/or indicated some level of development in the area of testing. The examiner was also playful and friendly with the children, but

it was important to maintain control of the situation so that the children cooperated actively at all times.

Materials were shown to a child for a example, a doll, and the child was allowed to handle the doll for one minute. The examiner then would question the child regarding the different parts of the doll's body. If the child did not respond, then he/she was asked to find certain parts of the doll for the examiner. The scoring involved two parts of the test. For example, if the child pointed to one of the features of the doll and then to another feature, the score was based on the final choice. The examiner scored one for each correct response. The total score was based on the child's responses that included:

1. age appropriatness,
2. cooperation,
3. persistence,
4. attention span,
5. concentration,
6. confidence
7. rapport,
8. apparently good hearing, and
9. apparently good vision.

The test was given to children to better understand each child's strengths and weakness for planning developmentally appropriate activities that may be tailored for individual needs.

As a result of the testing, and data, an outline was organized for writing The Developmentally Appropriate Curriculum for 3-Year-Olds.

Chapter IV

Findings and Discussion

A. Specific Questions and Answers

1. How can three-year-olds properly practice skills that will acquire and enhance gross motor, fine motor, and social emotional development?

Three-year-olds can properly develop gross motor, fine motor, and social-emotional skills by being provided with opportunities for practicing the appropriate learning activities in the given area for development.

B. Findings reveal that children can develop gross motor skills and development through play learning activities. Outdoor play usually brings to mind that which is related to physical development; because outdoors is perfect for children to develop large muscle skills. As children play,

they can develop their large muscles as the demonstrate endurance and continue to exercise with the use of the playground equipment and other play activities such as:

1). running, 2). climbing, 3). hopping,
4). jumping, and 5). skipping.

According to Dodge (1988), child development research reveals that children need to feel comfortable with their bodies and with what they are physically able to do, if they are to succeed fully. Seven specific goals for physical development are outlined as follows:

1. to use large muscle skills with confidence,
2. to walk up and down steps,
3. to run with increasing control
4. to jump over objects or from objects without falling,
5. to use large muscles for balance (e.g., walk on tip toe, balance on one foot),
6. to ride and steer a tricycle,
7. to catch a ball or bean bag. (p. 14)

In order that young children fully develop their large muscles, teachers must always try to involve them with play activities that are developmentally appropriate for individual needs.

Fine motor activities "involve the use of small muscles such as those in the wrist and hand." To enhance and refine

small muscles, six specific goals and learning experiences are outlined as follows: Dodge (p. 8)

1. to use small muscles skills with confidence,
2. to coordinate eye and hand movements (e.g, assemble puzzle pieces of increasing difficulty, string beads, and use scissors),
3. to use small muscles to complete tasks (e.g., build with blocks, stock graduated cylinders, place pegs in pegboards),
4. to use small muscles for self-help skills (e.g., pour without spilling, use eating untensils, zip and button,
5. to manipulate objects with increasing control,
6. to use writing and drawing tools with increasing control and intention. Dodge (p. 14-15)

In addition to the six selected goals and learning experiences, teachers must have on hand materials such as, clay, play dough and other materials that are pliable. These materials may help children with stimulating creative ideas that enables them with developing fine motor skills. Teachers may also supplement the list of learning objectives with more ideas that are developmentally appropriate for developing fine motor skills and to enhance developmental progress.

Social skills enables children to experience self-esteem and confidence. In selecting appropriate goals for developing social emotional skills, 10 goals are suggested as a starting point that involves: Dodge (1988)

1. to gain experience in working with small groups,
2. to learn to work cooperatively with others,
3. to develop self-discipline,
4. to stick with a task until completion,
5. to be willing to take risk,
6. to develop self-esteem,
7. to demonstrate increasing independence,
8. to identify oneself as a member of a specific family or cultural group,
9. to demonstrate confidence in growing abilities,
10. to demonstrate standing up for one's right.

(p. 13)

As children learn and develop physical skills, they also learn and develop social emotional skills. The confidence children gain through these experiences encourages them to be more curious, more active, and more creative learners with demonstrating social emotional growth.

Young children also need to be involved with learning and demonstrating cooperative pro-social behavior that involves:

1. identifying and appreciating differences,
2. accepting some responsibilities for maintaining the classroom environment,
3. helping others in need,
4. respecting the rights of others,

5. sharing with others and being able to take turns with others while completing a task. Dodge (p. 13-14)

Children who learns and practices prosocial behaviors enables them to develop a sense of trust in themselves and others. Therefore, it is essential that the environment for children is supportative that provides encouragement and security for developing self-esteem. As a child grows socially, he also learns to appreciate the views of others as well as his own opinions. This kind of social behavior is usually developed as children operate in groups. A supportive social environment also enables children to learn how to express their feelings, opinions, and to develop positive attitudes. These social behaviors, as they develop, helps to propel the direction of young children with demonstrating both, interest in classroom activities and enthusiasm with learning new activities.

For further information on social-emotional development, see the subject for Social-Emotional Development that provides practices and learning experiences on pages 9-12.

A. Specific Questions and Answers

2. How can young children relate cognitively and develop mathematical skills?

Preschoolers can relate and cognitively develop mathematical skills through the use of concrete materials, that provide different sizes, shapes, lengths, and weights. For example, children playing with blocks can learn: Dodge (1988)

1. to identify different shapes, sizes, and geometrical relationships;
2. to develop an understanding of concepts of length, height, and weight;
3. to classify and sort objects by size and shape;
4. to make use of physical principles such as weight, stability, equilibrium, balance, and leverage;
5. to experiment with new ways of achieving construction goals;
6. to predict cause and effect;
7. to count in sequential order and to use beginning principles of addition, subtraction, multiplication, division and fractions. (p. 8)

B. Findings reveal that it is essential that every classroom have its own set of hard wood and unit blocks. Hardwood blocks are recommended because they are durable, they have no rough edges and are easy for children to manipulate. Unit blocks are recommended also because they come in proportional

sizes that allows children to learn math concepts as they become involved in building.

Children as they relate to mathematical skills, they also develop further cognitively in the five examples as follows: Dodge (1988)

1. problem solving,
2. enhance creativity,
3. acquire an understanding of scientific and physical concepts, such as gravity and balance,
4. learn basic math and reading readiness skills on basis of visual and spatial discrimination and,
5. persevere at task. (p. 10)

Depending on the age and experience levels of children in the classroom, they need to have blocks that come in proportional sizes that allows children to learn math concepts as they become involved building with many shapes and sizes. The type and amount of blocks as well as the type of block play area dedicated, these all send messages to children about the importance and value of blocks in the preschool curriculum.

A. Specific Questions and Answers

3. Is environment an important factor for growth and development?

Environment is an important factor for growth and de-

velopment. Environment affects the degree to which children are active and to which they can display their work. It also affects the choices children make, and the ease with which they can carry out their plans.

B. Findings, reveal that children's play behavior is affected by the environment or in contex in which it occurs. The child becomes his/her environment. According to Crain (1985), Lock believed that environment shapes the child's mind. He also believed that "many of our thoughts, behavior, and feelings develop through association. Environment can have a significant effect on growth and development, and children become a product of their environment. Therefore, the physical environment is the setting stage upon which social transaction and development occur. Since the physical environment has a substantial effect on children's learning behavior and development, the awareness of these influences can therefore, help parents and teachers with structuring play settings that will help promote higher social and cognitive forms of play. (p. 4-5)

A. Specific Questions and Answers

4. How do young children demonstrate increasing independence?

Young children learn by doing. They increase independence as they experience success in their cognitive, social-emotional, and physical skills.

B. Findings reveal that "physical development has an important affect on children's socio-emotional development." For example, as children learn what their bodies can and can't do, they gain self confidence. If children perceive themselves as being capable of controlling their large and small muscle movements, they will continue to practice gross and fine motor skills with success. This attitude of success allows children to expand on all their physical skills without fear of failure. Successful attitudes gives them positive feelings and attitudes toward growing and learning in other areas of development. Dodge (1988, p. 9)

By the time that children are kindergarten age, they normally possess an array of social play skills. They are expected to be able to engage in complex social exchanges during play. Children must learn to assert their wills to achieve personal goals using behaviors that are acceptable within the peer group.

According to Johnson (1987), Hubert Montagner (1984) learned from his extensive observations of young children that socially competent youngsters appropriately combine five types of actions, for example:

1. actions to produce attachment or pacify--behaviors that fall into this category including offering toys, caressing another child, and moving or vocalizing in a non-threatening way;

2. actions that generate fear, flight, or tears--examples are frowning, loud vocalization, showing, clenched teeth, and raising an arm;

3. agressive actions--examples are grabbing objects, shaking another child, and hitting or kicking;

4. gestures of fear and retreat--for instance, a child might widen the eyes, blink, run away, or cry; and

5. actions that produce isolation--such behaviors include thumb sucking, lying down, tugging at the hair, or standing or sitting apart from other children.

These behavioral and social interactions are expressions of the child's cognitive abilities and problem solving skills. Children who are simply dominant and aggressive are not the most socially adept. According to Johnson (1987)

> such children tend to become unpopular. The best liked children, the ones who become social leaders, use affection and power to persuade other children. (p. 45)

As children grow older, there is an increase in interactive play. Interactive play skills develop along with a number of social skills within the changing social situations of growing preschoolers. "As a child's social play becomes more complex, specific social behaviors become more pronounced, such as, being able to take turns or initiate, maintain, or end social interactions." (p. 45)

Young children learn through play activities, therefore, as they continue to play, they develop skills that enables

them to become more increasingly independent and confident in their cognitive, physical and social development.

A. Specific Questions and Answers

5. What is the concept of developmentally appropriatness?

The general concept of developmental appropriateness has two dimensions: 1) age appropriateness and 2) individual appropriateness.

B. Findings reveal according to NAEYC (1987)

> that there are universal, predictable sequences of growth and change that occur in children during the first 9-years of life. The predictable changes occur in all domains of development--physical, emotional, social, and cognitive. (p. 2)

Each child is a unique person with individual personality, learnning style, and family background. Both the preschool curriculum and adult interactions with children must be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas and people. The experiences should match the child's developing abilities, that will also challenge the child's interest and understanding. Teachers can use child development knowledge to identify the range of appropriate behaviors, activities, and materials for

specific age groups. The knowledge is used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the most appropriate learning environment.

According to NAEYC (1987) knowledge of age appropriate expectations is one dimension of developmentally appropriate practice, but equally important is knowledge of what is individually appropriate for specific children in a pre-school setting. (p. 65)

A. Specific Questions and Answers

6. Why is time an important element in child learning and development?

Development implies time. Therefore, time is an important element when it is used constructively with young children in a learning environment.

B. Findings reveals that "time is an important part of classroom management." Time does not mean the same to children as it does to adults, but it does mean that they have some signal to begin and when to taper off to move on to something else. The point here is, the awareness of time allows children to better understand what is expected and why it is necessary to make changes, particularly during transition times. Dodge (1988, p. 175)

As children adapt to the learning and the consistency of their daily schedules, time also enables them to be aware and have some control with their daily activities. Time is also very important for teachers, it allows them to schedule transitional time without causing interruption with children's activities.

According to Gorden (1976), "young children cannot handle interruptive transitions." Therefore, teachers who schedules activities in a timely manner, avoids interruptions and child benavioral problems decrease and more positive behaviors and constructive activities increase. (p. 176)

A. Specific Questions and Answers

7. What are some of the important roles adults play that helps to reinforce learning and development with young children?

The Developmentally Appropriate Curriculum for 3-Year-Olds, refer to adults as parents, teachers, administrators, and all who provides services and care for young children.

Adults play an important role of having responsibilities for always providing a safe, hazard-free environment and careful supervision. Adults recognize that 3-year-olds often overestimate their newly developed physical powers and

and will try activities that are unsafe or beyond their abilities. Therefore, adults continue to protect children and to keep them safe in these situations. While adults (parents/ teachers) protect and maintain safe environments, children also need to be encouraged with how to maintain their self-confidence, as they learn and develop in their cognitive, physical, and social emotional skills.

B. Findings reveals that adults who gives care for young children have the responsibility for providing an environment that facilitates cognitive, social-emotional, and physical growth. "In a social developmental environment, children develop a sense of trust and begin to feel "connected." therefore, it is most essential for adults to recognize and involve children with social activities. As a child develops socially, he/she feels safe enough to explore not only concrete materials, but also his relationships with peers and adults. They begin to see and understand what they say can affect other people. A positive environment encourages both autonomy and social-control. Therefore, children learn to handle their feelings in acceptable, socially appropriate ways. They learn to make age-appropriate decisions which involves experiences that enables them a sense of control over their lives. Dodge (1988, p. 6)

According to NAEYC (1987), adults who have concerns for young children "recognize that children learn from trail and error and children's misconceptions usually reflect their developing thoughts. (p. 10)

Therefore, adults play the roles that facilitate young children's successful completion of task by providing them support with:

1. focused attention,
2. physical proximity, and
3. verbal encouragement.

For further information, see adults, (parents/teachers) in the Developmentally Appropriate Curriculum for 3-Year-Olds, on pages 143-159.

C. Additional Findings

Key Experiences Having Fun With Language

The Developmentally Appropriate Curriculum for 3-Year-Olds suggest, as young children learn and participate in making up stories and songs, teachers can record these activities on a tape-recorder and replay them back to the children. Recording stories and songs and replaying them to children would help to encourage them with practicing more effective language skills.

According to Hohmann (1979), most children enjoy language before starting preschool. Young children enjoy making up stories and songs, and they usually become involved with these activities while lying on their sleeping cots supposedly napping. However, children "enjoy the sounds of words and expressions. They enjoy hearing and imitating other people's words, even if they don't always understand them." Even two-year-olds will pause with respect when a short picture book is being read aloud to a small group. Older preschoolers are easily captivated by stories being read to them. (p. 166)

Suggestions for involving children with having fun with language are as follows:

1. provide books for children to look at and read;

2. read book stories and poems to children;

3. tell stories and recite poems, nursery rhymes and verses;

4. make up chants, rhymes and limericks with children; and

5. make up stories and songs with children.

It is recommended to read to children whenever the opportunity arises, for example, during work-time, at a child's request, after school, when the last few children are waiting to be picked up, before school to the early arrivals, after lunch just before naptime, or before lunch after hands are washed and everyone is waiting for the food. It essential for teachers to "always plan time for reading at least once at week or occasionally at small-group time." Reading can be done and enjoyed by the children while they are eating their snacks, or at circle time to the whole group.

Children usually enjoy and have more fun when they hear stories being told to them than when it is read to them. Hohmann (1979) maintains

> instead of reading, tell stories you know by heart. These can be traditional stories, folk tales, myths, legends, tall tales, stories about historical figures, stories you were told as a child, and stories you invent about the children in the class. (166-167)

Making up stories and songs with children will encourage them to learn language as they tell stories, or sing songs about things that they have done and/or imagined.

When children listen to stories, they are experiencing part of the complex relationship of writing and reading. As they make up a story or poem, children are learning that they can express their own ideas. Listening to and making up stories, poems and songs helps to prepare children to become effective writers and communicators.

Adults (parents/teachers) must always provide books for children to look at and to read. It is most essential to have a designated area established in the classroom and at home for children's books that will be accessible to them at all time.

Chapter V

Conclusions and Recommendations

A. Conclusions

1. To the study in general

During the process of writing the Developmentally appropriate Curriculum for 3-Year-Olds, the views of specific research findings and theoretical conceptions in early childhood development has enabled me to integrate some knowledge of enrichment that relates to appropriate learning activities and environment for preschool children.

The research has enabled me to grow more sensitive with developing a better understanding of the children's needs for enhancing their growth and development.

Writing and designing a curriculum for preschoolers also enabled me with better understanding and confidence with planning daily schedules and implementing educational programs with appropriate learning activities.

B. Recommendations

1. For current educational studies

Research has revealed that features of indoor and outdoor play settings have an impact on play patterns. According to Johnson (1987)

> spatial destiny affects the social level of children's play, particular when there is less than 25 square feet of space is available per child. Such crowed conditions should be avoided. (p. 208)

The arrangement of space is another important variable. partitioning large, open areas into smaller areas is usually beneficial. According to Johnson (1987), the openings in the indoor play areas should be kept between complementary centers such as the block and housekeeping areas. Other recommendations for room arrangement include separating conflicting activity pathways through the classroom. Finally, the amount of equipment in a setting can have a inverse relationship with social interaction. Social play can be increased by reducing the overwhelming amount of equipment in a classroom or on playgrounds. Caution is needed, however, because if the amount of equipment gets too low, aggression will increase. By manipulating spatial density, room arrangements, and the amount of equipment, teachers and parents can provide more stimulating indoor and outdoor play settings that will help promote high social-cognitive levels of play. (p. 208)

It is also suggested that playground environment should be designed with features that will encourage high levels of play. These features involves::

1. linkages,
2. flexible materials,
3. graduated challenge,
4. a wide variety of experiences, and
5. provisions for all types of play.

Environmental factors are very important and has significant influence on child behavior and development. Environmental factors such as child-rearing styles and classroom activities may influence not only the rate by which children progress, but also influence individual play styles and expression. According to Johnson (1987),

> parents and other significant adults in the child's environment exert very important effects on the child's behavioral and play learning development. (p. 82)

Adults who have concerns with caring for young children and their educational environment, it is important that provision is made to support social behaviors and intellectual abilities throughout the formative years.

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APPENDICES

Daily Planning Schedule

7:00 - 7:45 Early Morning Activities_____

_____

_____greets and welcomes children and assist them at their cubbies and guides them into activities._____

_____

7:44 - 8:00 Ample time is give for clean up. Children wash hands and sit down for breakfast._____ prepares breakfast and has children assist in sitting up.

8:00 - 8:30 Breakfast is served as is a warm time when teacher interact with children. Children who don't want breakfast continue to be busy with activities, with or without the assistance of teachers._____

8 :30 - 9:00 Circle Time:_____
Children get into classroom for roll call. Roll call is a time for recognition of names, and sharing experiences. Children are informed as to the "free learning activities" and are assisted in planning._____

9:15 - 10:30 Free learning time. Teachers rotate and interact with children throughout the classroom. One teacher is always in one of the large areas. Activities _____ assisted by_____. Free learning time: Group A. at table with Group Activity_____ Individual Objectives for:_____

_____

Group B at table with _____ Individual Objectives for:_____

Criteria for helping individual children reach goals in the areas of:_____

_____

10:30 - 11:00 Story Time. Children are given a chance to share their learning experiences. Teachers use supportive words to help children feel good about their work._____ Music_____

11:00 - 11:45 Outdoor time: Teachers interact and use outside time as a learning time._____

_____

11:45 - 12:00 Wash up and get read for lunch. Children assist in helping to set up for lunch._____

_____

12:00 - 12:40 Lunch time: Children serve adequate portions to themselves while free flowing conversation takes place among teachers and children.

12:40 - 1:00 Clean up Time: _____assist small groups in the bathroom for tooth brushing and using bathroom._____
Assist with putting down cots and tucking children in for naps. After meal clean up should continue after children have laid on their cots.

1:00 - 3:00 Naptime. If a child is having difficulty in sleeping, provide or suggest a quiet activity. Pay attention to the following children during naptime:_____

_____

3:00 - 3:15 Teachers gently wake children, put cots away, have children assist in folding blankets and putting on their own shoes._____

_____ _____

prepares afternoon snack.

3:15 - 3:30 Snack Time. Time to inform children about the afternoon activities. Have them to plan and choose what they will be doing.

3:30 - 4:00 Free Learning Time (either in or outside) activities._____

Attention to individual children: _____

_____

4:00 - 4:10 Get ready for outside play.

4:10 - 4:45 Outside play. Activities planned:_____

_____

4:45 - 5:30 Joint group time: Activities: (plan quiet and settling activities) that involves_____

_____

5:30 - 6:00 Clean up and close up the center. Shut Windows turn off all lights, and lock all doors. If there are late parents have them to sign their names and time.

Daily planning resource is from the Educational Plan of National Child Day Care Association.

LEARNING OBJECTIVES

Social Development

1. To help children learn how to become more independent during work and play activities.
2. To help children verbalize feelings.
3. To help stimulate an awareness in ethnic identity.
4. To help develop self confidence, self awareness and very good self concept.
5. To help children develop pride in their work.
6. To help children develop a positive attitude interacting with peers and adults.
7. To help children learn to speak freely using complete sentences.
8. To help children stress their imagination through role play.
9. To help motivate the children's creative ability.
10. To help children learn to accept classroom rules and moral codes.
11. To help children develop a sense of security in the school and home environment.
12. To help children learn how to share and take turns.
13. To create aesthetic experiences in the community for the children.
14. To help children develop pride in their work and achievement.
15. To plan and provide enriching field trips.
16. To help children respect the rights and property of others.
17. To help develop a feeling of trust with peers and adults.

Intellectual Development

To help children:

1. Improve their ability to understand and concentrate.
2. Improve their ability to answer questions appropriately.
3. Stimulate their ability to communicate in a variety of creative forms (ex. art, language, drama, singing and etc.).
4. Learn how to solve problems independently.
5. Learn their first and last name.
6. Learn to perform simple one to one correspondence tasks without too much difficulty.
7. Learn the first name of each student in classroom.
8. Learn to address adults, men as Mr. and women as Mrs. or Ms.
9. Improve their ability to distinguish between fantasy and reality.
10. Distinguish and control their voice level using what we call inside and outside voices.
11. Improve their ability to make decisions.
12. Learn their own age.
13. Develop more independence during work and play activities.
14. Learn to recognize community helpers and identify specific roles of each.
15. Strengthen their visual and auditory discrimination skills and encouraging continuity in these areas in the home.
16. Identify their own sex and sex of their peers.
17. Acquire some basic understanding of words that describe different objects.
18. Learn the difference between boy and girl clothing (ex. dress, shirt, and blouses, etc.).
19. Develop an awareness of time through daily routines and procedures as to what comes before and after.

20. Recognize the three primary colors (red, blue and yellow).

21. Acquire some knowledge on how to mix two primary colors together to get a secondary color (green, purple or orange).

22. Develop some spatial knowledge performing some simple tasks.

23. Learn how to group objects comparing sizes and arranging different patterns.

24. Learn how to count from one to ten.

25. Recognize sets with at least five members.

26. Learn four basic shapes (triangle, circle, square and rectangle).

27. Improve their skills in advancing from scribbling to drawing and writing.

28. Name and identify different farm and zoo animals.

29. Improve their ability to acquire a longer attention span.

Physical Development

To help children:

1. Learn rhythmic body movements doing routine exercises.

2. Learn to dress themselves without supervision.

3. Develop better eye-hand coordination.

4. Learn how to control their bodies during physical activities.

5. Learn how to minipulate clay, bean bags and other manipulative materials.

6. Learn how to lace, tie and fasten shoes.

7. Learn how to walk on a straight line forward and backward for at least four steps.

8. Learn how to broad jump a 12 inch span.

9. Learn how to run, skip, jog and gallop.

10. Learn how to walk up and downstairs alternating feet.

11. Learn how to squat for long periods during play activities.

12. Learn how to throw a ball overhead.

13. Learn how to zip and unzip.

14. Learn how to catch a bounced ball.

15. Learn how to fold a blanket.

16. Learn how to cut with scissors.

17. Learn how to build blocks.

18. Learn how to balance on one foot.

19. Learn how to put pegs into peg board.

20. Learn how to pedal a tricycle.

21. Learn how to copy a circle O & A plus sign +.

22. Learn how to paste, paint, use crayons and draw without too much difficulty.

23. Learn how to perform jumping jack without difficulty.

24. Learn how to put a simple puzzle together and later perform more concrete operations.

25. Learn how to jump rope.

Language Development:

To help children:

1. Become good listeners as a member of a group or alone.

2. Increase their vocabulary using appropriate words to identify objects.

3. Learn to use appropriate words to communicate wants and desires.

4. Improve speech defects using tongue twisters, mimicking words, games, fingerplays, poems, music and nursery rhymes.

5. Feel free to speak using complete sentences.

6. Improve their ability to pronounce words more clearly.

7. Learn to share experiences and ideas that are important to them.

8. To use puppets to increase the flow of language.

9. Learn to identify environmental sounds.

10. Improve their ability to develop free flow discussion and conversation between adults and children.

11. Staff provide an environment for make believe and imitation during learning experiences.

Health & Safety:

To help children:

1. Learn basic health routines such as washing hands, toileting, cleaning nose & etc.
2. Learn safety rules in classroom, home & communitys (ex. crossing streets, keeping classroom floor clean, & etc.).
3. Learn how to accept various health screening and prosedures as an asset to good health.
4. Learn the importance of walking in the classroom and no running.
5. Learn to put litter in proper trash receptacle in school and at home.
6. Learn to cover mouth when one cough.
7. Become more knowledgeable on appropriate dress for weather.
8. Learn to take medicine only with the assistance of an adult.
9. Learn how to regognize the poison signs (The skull & cross bones on Mr. Yuk).
10. Learn some major body parts and their functions (ex. eyes-seeing, ears-hearing).
11. Learn to beware of some first aid prosedures for minor injuries (ex. washing wounds & using a bandage for cover).
12. Be aware of taking candy from strangers or following unfamiliar adults or anyone without permission of parents.
13. Understand the dangers of putting foreign objects in the mouth.
14. Become aware of wearing appropriate shoes (non-skid) for playing activities.
15. Learn the dangers of playing with weapons (such as guns).

Nutrition

To help children:

1. Learn to become aware of basic food group.
2. Understand the importance of eating three balance meals a day.
3. Learn to develop a positive attitude in trying unfamiliar and new foods.
4. Become aware of the kinds of food served for breakfast, lunch, and snack.
5. Learn to choose a wide variety of nutritious foods.
6. Develop a positive attitude toward mealtime.
7. Learn proper table manners.
8. Learn to identify common foods served in the center.
9. Learn the appropriate way to use eating and serving utensils.
10. Learn self help skills such as, set own place setting, pour own liquids, serve own food and assist with clean-up.
11. Learn to eleminate junk food from daily diet.
12. Introduce experiences in preparing and observing foods being prepared.

Parent Involvement:

To encourage:

1. Parents to learn more about child development and their own child.
2. Parent to use their talent and expertise assisting the center the best way they know how.
3. Parents assist on field trips.
4. Parents to attend monthly meetings.
5. Parents to set aside a special time of day to spend with their child.
6. Parents to become involved in community groups and associations in the environment.
7. Parents to provide a wide range of experiences for their child (ex. take to zoo, beach, circus and etc.).
8. Parent participation in classroom level meeting.
9. To provide an opportunity for parents to come and observe the classroom routine.

10. To provide an opportunity for parents to become involved withthe children during classroom activities.

11. To give parents ideas and suggestions on toys to purchase for Christmas.

12. To Have informal and formal conferences with parents.

13. To Establish a schedule with parents for a home visit.

Staff Development:

To Help maintain a warm friendly relationship with parents.

To Take professional courses and attends conferences and workshops.

To Provide and learn new innovated methods of during different activities.

To Help build a good relationship between school, home and community.

To Provide more educational knowledge on the physical, social, emotional and intellectual growth of young children.

From the Educational Plan of National Child Day Care Association.

CONTENT AREA PLANNING

FINE MOTOR SKILLS

What? Painting (Easel Painting)

Why ? To offer an opportunity to: explore, spread paint, and express feelings;

To make lines and circles, forming squares and blocks with colors;

To provide means for motor skill.

How ? Provide an easel with suitable height, and away from the flow of traffic;

Make esel available at all times so that children can paint as they feel the need.

Materials:

Easel, large sheets of paper, paint brushes, and six different colors for each child.

Procedures:

Discuss the purpose of the easel, paint and brushes. Demonstrate how to be creative with painting on the large sheets.

FINE MOTOR SKILLS

What? Pasting, using scraps and cloth

Why ? To provide tactile experiences and opportunities for manipulation, and exploration.

To help develop eye-hand coordinatio

How ? The student will learn the use of the tools for creative expressio

and to show expressions through various colors and designs.

Materials:

Paper, crayons, cotton, scissors, and cloth.

Procedure:

Show slides on how to make differen designs. Discuss the pasting procedures and how to made differen designs.

CONTENT AREA PLANNING

GROSS MOTOR SKILLS

What? Roll The Ball (Bowling)

Why ? To help provide body coordination;

To help show evidences of relations with arranging ample space;

To provide an opportunity for releasing physical stress

How ? The children will roll the ball into the colored blocks called.

Materials:

(7) Different colored balls
(7) Different colored Blocks

Procedure:

Have student paint pictures of different colors and disucss the play activity.

GROSS MOTOR SKILLS

What? Movement Activity (Nobel Duke of York)

Why ? Activity Exercise: up/down
To help provide motor skills, body coordination.
To help provide directions and leadership.

How ? Activity Exercise: up/down
When you up, you're up
When you're down, you're down.

Materials:

None

Procedure:

Discuss the activity exercise how it is a fun game and how it can

SELF HELP

What? Buttoning materials

Why ? To help children learn the importance of buttons. To develop the ability to button materials, their coats, etc.

How ? Introduce each child with different sizes of buttons. Children will identify button on their clothing.

Materials:

Cloths with open for buttoning, & Colored buttons

Procedures:

Discuss and introduce different sizes and shapes of buttons, and how they are used on clothing.

SELF HELP

What? Tying

Why? To provide children with identifying the purposes of his/her shoe lacas. To help the child develop hand coordination for tying strings and shoe lacas.

How ? Give directions, have children involved with handling strings, the feeling and tying.

Materials:

Strings

Procedure:

Discuss tying and the purpose of tying. Have children to view slides on how to tie knots and bows.

CONTENT AREA PLANNING

SOCIAL

What? Make Cookies and share

Why ? To help provide growth in Social Skills and Attitudes. Provide opportunities for leadership and cooperation.

How ? Take turns, share materials and equipment. Practice courtesy in asking for and receiving materials, turns, etc. Relate to feelings.

Children's behavior will be observed for evidences of planning, sharing, assuming responsibility, using courteous forms of speech.

Materials:

cookie mix, water, oil, cookie sheet, & cookie cutter

Procedures:

Show a film and discuss: how to make cookies, how to practice courtesy, and take turns with sharing materials.

SOCIAL

What? Feelie Boxes of Objects of different shapes

Why ? The children will learn how to discuss shapes of objects. Provide an opportunity for dramatizing while others identify the feeling. Provide opportunity for sharing meanings for vocabulary words

How ? The child is asked to reach into the box and respond to the questions "How does it feel?" What shape do you think it is?" "Is it a happy shape?" "How do you know?"

Materials:

Objects of different shapes, such as: animals, squares, circles, rectangles, and happy faces.

Procedures:

View a filmstrip: to introduce children to their own feelings, how they may be expressed, and the meaning of feeling such as joy or loneliness. The film will also relate to touching and feeling objects.

CONTENT AREA PLANNING

Cognitive

What? Naming and Classifying Colorful Shapes

Why ? To develop the ability to name, describe and classify objects common in the invironment.

To provide an opportunity to learn the language for naming each shape; and color.

The ability to communicate with each other

How ? Each child will respond and be responded to as he/she idendifies names and colors of the different shapes.

Materials:

Four different colored shapes

1. Circles, Squares, Retangles and Triangles

Procedures:

Work with children, help them to speak with sentences.

Review the activity and explain the differences in the colors and why each shape is different.

Cognitive

What? Read A Story

Why ? The student will demonstrate the ability to sit quietly and listen for at least five minutes.

To provide opportunity for students to engage in questions and answers

To encourage students to read books

How ? The students will sit quietly for at least five minutes while story is being read (Three Little Bears)

The students will be encouraged to ask specific questions: Where was the little bear? Who was the father bear? What happen? etc.

Materials:

Picture book of the Three Little Bears

Language Skills

What? What I Like To Do

Why ? To promote vocabulary development

To promote speaking in sentences

How ? Cut tagboard in shape of a large question mark.
Mark off spaces with magic marker
In each space paste a picture of an object used around the house.

Materials:

One (1) piece large tagboard
Scissors
Magic Marker
Glue
Markers
Pictures of objects used around the house.

Procedure:

Discuss the fun activity with the students

Language Skills

What? Matching Activity

Why ? To increase vocabulary building
To provide opportunity for developing verbs

How ? Reviewing action with child. Be sure student understands the verb in the picture.

Mix up pictures from two envelopes.

Instruct the student to help the blowing pictures into one pile and the jumping pictures into another pile. The student will speak in sentences describing the pictures.

Materials:

Color pictures, envelopes
glue or paste. Magic marker

Procedure:

Discuss all of the actions that takes place within each picture.

RECIPE FOR CURRICULUM PLANNNG

Begin with -	Knowledge of what children are like - growth and development
Add -	Recognition of children's learning needs. Need to have a positive self-image, need to be accepted by adults and by other children. Need opportunities to explore, manipulate, experiment, discover, solve problems, make choices, and decisions. Need to develop independence, self confidence, and self control. Need for adult facilitators who are supportive, caring, patient, warm, pleasant, and enthusiastic. Need for adults who understand that children learn as they play and that "play is a child's work."
Make -	Long and short term range plans (yearly, monthly, weekly, and daily)
Blend in -	Regular observation in varying situations and record observations.
Stir in -	Flexibility in making changes in plans a necessity

Provide -	A balance of activities: quiet, indoor/outdoor, structured/unstructured, small group/large group
Fold in -	Strengths of individual staff members, parental power, volunteer and community resources
Mix in -	On-going training of adult caregivers, visits to other programs
Support with -	Knowledge of curriculum resources, teacher creativity
Bake -	In a child's development facility until an excellent program for young children is cooked.